

Syllabus for AP English Literature and Composition 12

Course Description and Objectives:

AP English Literature and Composition 12 is an alternative to the English 12 class. While both classes prepare students for life after high school, a primary difference between the classes is in the teaching approach. AP English Literature and Composition 12 provides more of a college experience with less emphasis on daily work grades and more emphasis on both analytical papers and analytical discussion. The AP class moves more quickly, reads lengthier works, is responsible for reading the texts outside of class, is expected to participate in analytical discussion during class time, and writes more major papers than students in English 12. Students enrolling in this class should be above average students of English who are self-motivated, serious learners and interested in maximizing their preparation for college. Since they have increased demands in reading and writing, students need to be able to budget their time well and be able to work and think independently. Finally, being an AP (Advanced Placement) course, the student will take the AP exam in May. A high score on this exam will be recognized by many colleges and universities, in that your Freshman English requirement might be waived, you might be allowed to take a more advanced course your freshman year, and you might be given academic credit for the required course. During high school, taking an AP class will higher your GPA.

This yearlong course includes an intensive study of representative works of both British and American writers, as well as works written in several genres from the sixteenth century to contemporary time; this includes fictional short stories, poetry, and nonfiction. In addition, students will read longer fictional works of both novels and plays, such as: *Oedipus*, *Hamlet*, *The Glass Menagerie*, *Pride and Prejudice*, *Of Mice and Men*, *Heart of Darkness*, and *Frankenstein*. Heavy in both reading and writing, this course will focus upon the process of writing *about* the reading, including annotation, free writing, journaling, and response papers, as well as the *connection* between reading and writing. There will be both peer and teacher feedback on writing assignments both before *and* after the final work, including areas of: ideas, organization, voice, sentence fluency/structure, word choice/diction, and the writing conventions of grammar. This writing will include formal extended analysis of literature, timed in-class writing responses, and creative writing. The course will also require students to draw upon textual ideas/support which help develop explanation/interpretation of a literary text, and teach students to look for and provide verbal and written responses to literature which consider the following critical lenses of literary criticism: Marxist, Feminist, Deconstructive, Reader Response, Historical/Biographical, Psychoanalytic, and Post-Colonial. Finally, this class will include a research paper on an interpretation of an author's style of literature that is based on a careful observation of the work's textual details, considering such elements as the use of figurative language, symbolism, diction, sentence structure, and tone. In addition to the AP coursework, there is also a Senior Exit Project for the school that all senior students are required to fulfill before graduation.

*Please note: Summer reading required for this course- *Wuthering Heights*, *Into the Wild*, and a third book of choice.

MATERIALS

*A LARGE three ring binder to be used for this class only. On the outside label it AP English 12 with your complete name

*At least 6 divider tabs: AP Handouts, Handouts, Writing, Research Paper, Literary Criticism, Paper

*A composition notebook to be used as your journal of literary notes. This year this item will be provided by the teacher.

*College-ruled notebook paper that will be stored in your binder

*Pens (black or blue)//Number 2 pencils/Highlighter/a RED pen

*Prentice Hall *Literature: The British Tradition* (you will borrow this book from the school)

*Prentice Hall *Literature: An Introduction to Reading and Writing*(you will borrow this book from the school)

*Supplemental Novels: *Hamlet*, *Pride and Prejudice*, *Frankenstein*, *Heart of Darkness*, *Of Mice and Men* (given to you by the school)

*Miscellaneous handouts from the following texts: (given to you by the school)

Reading Rhetorically Brief Edition. John C. Bean 2007.

Academic Literacy...Competencies Expected of Students Entering Colleges and Univ. Inter. Com. of Academic Senate 2002.

Expository Reading and Writing Course Semester One. CSU Writing Task Force 2008.

Barron's AP English Literature and Composition. George Ehrenhalf 2008.

Writer's Toolbox.

CLASSROOM EXPECTATIONS

Liberty has a set of expectations for all students in the school. These include a universal attendance policy, dress code, and discipline system that will be regularly enforced in this classroom. In addition to the school-wide policies, the following expectations outline acceptable behavior in my classroom. My classroom policy is for students to follow the Five P's:

1. Be Prepared for class. Bring your assignments, textbooks and supplies to class.

2. Be Polite by respecting others. Respect should be shown to fellow students, the teacher, and yourselves. Respecting others means treating them as you would like to be treated.

3. Be Productive by doing your own work. Your work is a reflection of your personal knowledge and understanding of the subject matter. Cheating of any kind will not be tolerated and will be dealt with accordingly. Also, don't waste my time, your time, or your fellow classmates' time.

4. Be Punctual. If you are not in the classroom by the time the bell rings, you will be tardy.

5. Be Positive. "A positive attitude may not solve all your problems, but it will annoy enough people to make it worth the effort."

- *Herm Albright*

CLASSROOM POLICIES/PROCEDURES

In order to keep the classroom running smoothly and without interruption that will waste valuable class time, I will be implementing a series of procedures each day.

- Students are not to be in the classroom without teacher supervision.
- Students are expected to walk into the room in a quiet manner.
- After entering the classroom students are to find their seats and be ready to start class.
- When a student has been given the opportunity to speak other students are to be respectful and listen. Pay attention because you might (and probably will) need to know the same information.
- Obedience to the teacher is expected to be prompt and cheerful. Griping and negative attitudes will not be tolerated, as they are contagious and damaging to the character of the student and school.
- If students have a question, they are to raise their hand and wait to be called on.
- The classroom should be silent from the time any test or quiz is distributed to the time the last one is turned in. Should a student not adhere to this rule it may result in points being taken off of his/her assessment.
- Students are to keep their eyes on their own paper at all times and keep their answers covered as much as possible. If I suspect cheating I will confiscate the paper and it will be dealt with very seriously according to Liberty's Academic Dishonesty policy.
- Students will need to obtain permission from me to ever get up from their seat. Permission will or will not be granted based on the immediateness and logistics of their request.
- No passes will be issued to students to go to their locker to retrieve objects that they forgot to bring with them, nor will students be allowed to leave the classroom to use the restroom or drinking fountain during the class.
- Eating, drinking, or gum chewing is not permitted in my classroom. A water bottle, however, will be allowed.
- All electronic devices, such as cell phones, calculators, ipods, etc., will be off and stored in a student's backpack should they have them in my class. If I hear or see something I will confiscate it and it will not be returned until the end of the day. If I begin to suspect cell phone use in the class I will begin asking you to leave your cell phones on my desk for the duration of the class period.
- The class ends when I dismiss the class, not when the bell rings. Students are to remain seated and working until they are dismissed by me. Do not pack up early!

CONSEQUENCES

Failure to meet the aforementioned classroom expectations or comply with classroom policies will result in a series of consequences for your decisions. The following steps will be implemented in the event that a student fails to meet the classroom expectations/policies.

1. Warning/Personal Conference. You will be asked to stay after class (another time may be arranged) for a one-on-one talk with the teacher. Your behavior and a plan to improve it will be discussed.
2. Detention/Parent Letter. If you fail to correct the problem behavior you will receive a detention and a letter will be sent home explaining the problem behavior which should be returned signed by your parent. A detention will then be served.
3. Sent to the principal/Possible Suspension. If the problem continues, you will be sent to the office for determination of further consequences.

ABSENCES

- When a student is absent it is their responsibility to retrieve all of their absent work from the designated folder, and to come see me with any questions about what they missed. I will not go to you. This is your responsibility.
- Students with an excused absence will be given the same number of days that they were absent to make up the missing work for full credit.
- Students with an excused absence will be expected to turn in all previous work on the day of return for full credit. Exception: essays/papers will still be expected the day they are due- even if a student isn't in class. You will be expected to email it to me.
- If a student has an excused absence the day before a test he/she will have the option of taking the test with the class on the day they return or taking the test the following day after school.
- Students with unexcused absences will receive a zero for anything they missed on that day, and a zero for anything not turned in the day they return to class.

GRADING POLICY

Grading will be done using a percentage system. Each assignment will have a point value of 100. At the end of each semester, the lowest grade in both the *précis* category and in the *essay* category will be dropped. The weights of each category are as follows:

Sem 1		Sem 2	
Assignments	Percentage of Final Grade	Assignments	Percentage of Final Grade
Essays/Explications	30	Essays	20
Participation	15	Participation	15
Summer Reading	10	Research Paper	20
Precis/Paraphrase	25	Precis	15
Midterm	20	Final	15
		Senior Exit Project	15

Work should be completed in pen. All papers will be typed and submitted to turnitin.com. Failure to make a submission to turnitin.com will result in a "0" for the assignment, and points will be taken off for each day the student fails to submit it there past the due date.

Grading Scale. The following is an outline of the grading scale. A final grade less than 60% will result in course failure. Grades will be rounded up. For example, if your final grade is 87.5% you will receive a B+, but if it is 87.4%, you will receive a B.

A (92-100%)	A- (90-91%)	
B+ (88-89%)	B (82-87%)	B- (80-81%)
C+ (78-79%)	C (72-77%)	C- (70-71%)
D+ (68-69%)	D (62-67%)	D- (60-61%)
F (below 60%)		

Grades will be available for viewing via Sycamore on the internet. All students and parents have been assigned a code to access them. At the latest I will post grades from the previous week on the following Monday morning.

IMPORTANTThe 4 senior exit project due dates for the year have been pre-set and given to you. These 4 dates need to be a priority for you throughout the year. The components to this project are due on the given dates- no excuses accepted. Even if you are not in school on the day of a due date your senior exit project component is still due either by email or by having a parent bring it to the office because of the amount of time you've had to work on it. Start your senior exit project early so that you will not run into any problems. The senior exit project committee meets together on the days you have a due date to assess the components. Due to the nature of this, late assignments will not be accepted nor will excuses.

Hints for students to have a successful year in an AP Level Class

- Bring your materials. Assume you should have text, Binder and pen/pencil/highlighter each day unless I tell you otherwise.
- Be prepared for class and come ready to discuss. In AP English, class discussions are student-led, not teacher-led. If you don't come prepared to discuss, we'll have a long hour of looking at each other.
- Plan ahead. Everybody is busy, but you need to learn to budget your time. Most assignments are longer term in this class, and you should always learn to look ahead and make adjustments in your own scheduling to make sure that you are always prepared.
- Don't procrastinate. You will do much better work in this class if you don't let yourself get behind. You will also find that you need to be more diligent about policing your own work habits.
- Give yourself enough time to read carefully. Don't expect to skim read and still understand everything. It won't work.
- Don't be afraid to ask for help. I'm here to help you and really enjoy working one-on-one with students. Schedule some time with me before or after school or during my prep period.

Hints for Parents to watch their child have a successful year in an AP Level Class

- Be supportive. Recognize that this course will require more time of the students for out-of-class reading, writing, and research. Help students learn to budget their time and plan ahead.
- Encourage. Remind them that what they learn is more important than what grade they get.
- Be available to read and give reactions to student writing assignments if the student asks. Remember that styles and requirements may have changed since you were in school, so the important ingredient is your feedback on content. Here are some questions to ask: Does the introduction make me want to read on? Does the introduction provide enough information so that I can understand the essay even if I haven't read the work/s that is being discussed? In the body, is there enough detail to support the main points that are being made? Does the essay make a convincing argument? Does the conclusion provide a summation of the essay's main points?
- Remind your child that this is not a required class and that it was their choice to challenge themselves.

I can be reached by e-mail either at sharoncoffee@libertychristian.org or at sharoncoffee1@gmail.com. My conference period on M,T,TH,F is 3rd period from 9:45-10:30, and on W is from 10:40-11:15. Appointments can be made by either contacting the school office (714)841-3816 by phone or by contacting me by email.

As always students, please keep in mind that whatever you put into this course is what you will get out of it. I am looking forward to another great year,

Mrs. Coffee

Agreement Policy

I agree with and will comply with all classroom expectations and policies/procedures of AP English 12

Student's Name (print)

Parents' Names (print)

Student's Signature

Parent's Signature

Student's Contact Information

Preferred Contact Information for Parents

(e-mail that you often check) _____

(e-mail) _____

(cell phone) _____

(home phone) _____

Students please sign here once you have gone to turnitin.com and added our class according to the instructions handed out to you on the turnitin.com flyer (takes less than 5 minutes).

Please return this sheet to the teacher once completed. Keep the other pages of your syllabus in your class binder for easy access throughout the school year.