

Hapeville Charter Career Academy

Advanced Placement Literature & Composition

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Course Overview

The AP English Literature and Composition course is designed with the goal of enhancing students' abilities to explore, comprehend, interpret, evaluate, and appreciate complex literary texts. Upon completion of this course a student should be proficient in discussing literature of varied themes, historical contexts, and genres whether it be in an on-demand, timed writing prompt, an in-depth, scrutinized, and revised essay, or in class discussion.

Students entering this course must have the initial expectation that they will read, contemplate, and write about literature extensively. We will write an essay every couple weeks (in analytical, argumentative, and expository forms) and will read every day (novels, creative nonfiction, short stories, and poems). They must be willing to challenge and justify their understandings, attempt to see other perspectives, and discuss in a mature and lively manner.

In this course students are expected to:

- Build on prior knowledge
- Engage in productive academic conversation
- Research independently to generate new ideas/ understand different views
- Collaborate with other students
- Dissect Cultures/ Cultural Influences in Literary Texts
- Analyze multiple forms of media

As this course also has the goal of preparing all students to pass the AP English Literature and composition exam, it operates in accordance with the information contained in the latest AP English Literature course description (which I ensure by reviewing it at least once per academic year). The course features practice for both free response and multiple choice portions of the test. We attempt to scaffold students' on demand close reading and writing abilities by repeated practice, group scoring, feedback, and reflection on a variety of sample AP-styled questions and prompts.

Primary Learning Goals

- At the end of the academic year, students should be able to:
- closely read and critically analyze imaginative literature through annotation, free-writing, and keeping a dialectical journal;
- recognize the structure and style of a work and how it creates tone and theme;
- identify figurative language, imagery, and symbolism in a work and their effectiveness in producing meaning;

- respond to representative works from various genres and periods, knowing a few works well;
- recognize the social, cultural, and historical values a work embodies and reflects;
- discuss literary criticism as it applies to a work;
- write critical analysis of literature for understanding and evaluation; and
- present information and discovery through posted presentations of research and analysis.

Written Components:

- Using the AP College Board website, find a free response question that fits the independent novel you chose. In a thought-provoking essay, address all aspects of the question. You can find sample questions at:
http://www.collegeboard.com/student/testing/ap/english_lit/samp.html?englit
(You can also find the example free response questions by googling: AP English Literature writing prompts)
- Identify three key passages and explain their significance to the work as a whole. Type each passage exactly using correct MLA citation format. In your response, answer the basic AP® style question: What effect does the passage have and how has the author achieved the effect?
- To guide you in keeping up with the workload, it is strongly recommended that one individual reading assignment be turned in before winter break and the other before spring break. You are welcome to turn in the assignments prior to these deadlines. I am available to meet with you on an individual basis both before and after school to review your novel choice and your written assignments.

Discussion Format:

- To reinforce students' critical analysis of literature, the Socratic Seminar will be used for many of our discussion formats.
- What is Socratic Seminar? A Socratic Seminar is a method to try to understand information by creating dialectic in class in regards to a specific text. In a Socratic Seminar, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, rather than by memorizing bits of information.
- Why are we conducting Socratic Seminars? One skill that we are seeking to develop this year is the ability to express an analysis of a text both in writing and speaking. The analysis should be reasonable and supported with textual evidence (this is critical on the AP® exam). The expression of that analysis should be concisely and clearly presented.

Other Key Components:

Analysis

Analytical activities from the text *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone* by Nancy Dean will be used throughout the year. The purpose is to aid students in interpreting excerpts from literature based on careful observations of textual details. In addition, *How to Read Literature Like a Professor: A*

Lively Guide to Reading Between the Lines by Thomas C. Foster will also be used for the purpose of improving analytical responses.

Vocabulary

- Learning new vocabulary is a key component to understanding text and deeper meaning.
- Literary terms
- An extensive list of literary terms will be given at the beginning of the year. Terms will be discussed in detail and examples will be provided. Students are required to have a strong understanding of the terms throughout the year. Quizzes will be given.
- Grammar
- Grammar mini lessons will be included throughout the year and as problems arise. Much of the grammar lessons will be taught in context of the students' writing.
- Writing Revisions
- Revision is considered a necessary component of all formal writing. The teacher is willing to meet with you outside of class to give input. If you are not satisfied with a score on a writing assignment, you are encouraged to revise and resubmit. Revisions are accepted within THREE school days of the date you received your paper. All revised work must be HIGHLIGHTED on the new draft.

AP® Nine Point Trait Rubric

9-8	Superior papers respond fully to the questions asked and are specific in their references, cogent in their definitions, and free of plot summary that is not relevant to the question. Shows a full understanding of the issues and supports points with appropriate textual evidence and examples. Demonstrates stylistic maturity by an effective command of sentence structure, diction, and organization. These essays need not be without flaws, but they demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition.
7-6	Responds correctly to the questions but is less thorough, less perceptive or less specific than 9-8 papers. These essays are well-written but with less maturity and control than the top papers. They demonstrate the writer's ability to analyze a literary work and use textual evidence, but they reveal a more limited understanding than do the papers in the 9-8 range. Some lapses in diction or syntax may appear, but they demonstrate sufficient control over the elements of composition. Generally, 6 essays present a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored 7.
5	Superficiality characterizes these 5 essays. Response to the question, but discussion of meaning may be simplistic, mechanical; they may be overly generalized, vague, or inadequately supported. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upper-half papers. On the other hand, the writing is sufficient to convey the writer's ideas.
4-3	Attempts to deal with the questions, but do so either inaccurately or without support or specific evidence. Discussion is likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax, or grammar. Typically, these essays contain significant misinterpretations of the question or the work they discuss; they may also contain little, if any supporting evidence, and practice paraphrase and plot summary at the expense of the analysis. May contain excessive and distracting spelling and grammatical errors. Lengthy quotations may replace discussion and analysis.
2-1	These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably brief or poorly written. Fail to respond to the question. May reveal misunderstanding or may distort the interpretations. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence and only slight, if any, evidence in its support.

Writing Expectations

- Students are expected to write many essays through the course of the year. All of the outside of class long-term essays are expected to be revised and polished works (**these essays will be identified as such in class, all essays will NOT fall into this category**). To this end, some class time will be devoted to student-teacher and student-student conferences. Feedback also comes from written response to rough and final drafts turned into the instructor, evaluated, annotated, and returned to students.
- For all essay assignments students will receive a rubric. This rubric will express the central guidelines/goals of the activity. Students should use it as a guide to focus the majority of their energy. All rubrics will include elements about the strength of writing, including but not limited to meeting standards set by The College Board. For this reason, students should constantly seek to identify and improve personal structural grammatical weaknesses.
- Essays that students view after grading will have notations made on them to help guide the students toward fixing problem areas and all students are encouraged to read through all comments in order to correct those mistakes in the future. Students will correct mistakes such as language, structuring, and rhetorical skills etc. As these tasks become more complex and the expectations more demanding, students who fail to self-reflect during the course will suffer academically.
- **Vocabulary-** As vocabulary is essential for the ability to understand and discuss rhetoric; we work with literary and rhetorical terminology, as well as vocabulary gathered during reading. During each unit/lesson, the class identifies unknown vocabulary being used in the textbook, in sample AP Test materials, and in Novels. **We define, study, review and test on this vocabulary in 10-minute class starters as well as seeing it used in context. Though this is not described by unit (because it would be redundant to do so) students use this vocabulary in their writing (one must use rhetorical terminology to discuss rhetoric) and expand vocabulary knowledge through in context recognition.**
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- **Free Response prompts**—Every two weeks we will view a sample AP free response prompt. We either discuss the prompt as a class to identify what it is requesting and possible directions to go in the response, or else the class answers it as a practiced timed task. **These are scattered through the year and the specific titles change. These do not follow the unit structures, though when possible essay styles or subjected will be aligned.**
- **Research**—As well as completing a multi-source research paper (MLA conventions), the students will also complete shorter research assignments, **throughout the year**, culminating in writing and/or discussion. The research is generally assigned to assist students in better analyzing the literary context of a given text. **The students will be assessed on their ability to effectively apply the research to developing situations surrounding a text and on correct documentation.**
- **AP Test Practice**—Throughout the course the students will practice both objectives and timed open-ended AP test questions usually related to the curriculum. College Board

materials will be provided including marker paper for students' understanding and revision. **The students will be assessed according to AP provided rubrics.**

Critical Reading—Readings for the course include excerpted as well as full-length fiction and non-fiction texts. **Students are expected to do three independent readings from a teacher provided list, and come prepared to discuss the texts beyond a superficial level.** The students' reading is inherently assessed by all activities of the class. For these individual novels, you will need to complete a written assignment. I expect your writing to be well developed and clearly organized, and focus on the critical analysis of literature with special attention to literary terms and the elements of style.

- **Discussion**—Discussion in class will take various forms, ranging from graded formal Socratic Seminars to informal classroom chat, and/ student lead classroom “teach-ins.” During these discussions, students will be assessed on their meaningful contributions to discussions at all levels.
- **Oral Presentations**—Students will need to complete an oral presentation covering an independent analysis of an assigned text. Students may enjoy some latitude of choice with presentation, however **all presentations must last a minimum/maximum of 25 minutes with a five minute question and answer section embedded at the end.** Ideas rest with presenters, but strongly suggested are two or more of the following concerns.
- Cultural setting and related issues (must include documented background research)
- Thematic focus
- Characterization
- Techniques and style
- Author's attitude to particular elements of the works, such as character(s) or subject matter

Students MUST remember to properly cite any outside materials incorporated in their presentations.

Stylistic and Rhetorical Analysis—As the backbone of the course students will learn and practice on a daily basis the language of stylistic analysis including:

- SOAPS (speaker, occasion, audience, purpose, subject)
- SOAPSTone (speaker, occasion, audience, purpose, subject, tone)
- DIDLS (dictions, imagery, details, language, syntax)
- Literary Terms
- Detailed Analysis of Tone
- Detailed Analysis of Diction
- Detailed Analysis of Syntax
- OPTIC (overview, parts, title, interrelationships, conclusion)
- Color Marking

Required Texts

How to Read Literature like a Professor by Thomas C. Foster

Wuthering Heights by Emily Bronte

Beloved by Toni Morrison

3. *The Bluest Eye* by Toni Morrison

1. *Their Eyes Were Watching God* by Zora Neale Hurston

Oedipus Rex by Sophocles (**Provided in class**)

A Midsummer Night's Dream by William Shakespeare **Please Purchase the No Fear Version of this text**

Macbeth by William Shakespeare **Please Purchase the No Fear Version of this text**

Hamlet by William Shakespeare **Please Purchase the No Fear Version of this text**

A Doll's House by Henrik Isben (**Provided in class**)

The House on Mango Street by Sandra Cisneros (**Provided in Class**)

The Merchant of Venice by William Shakespeare **Please Purchase the No Fear Version of this text**

2. *Pride and Prejudice*

A Raisin in the Sun by Lorraine Hansberry (Provided in Class)

Texts for this class can be purchased online at Amazon.com or from Barnes & Noble. Students may also opt to use the electronic versions of these text on their devices.

Supplies: You will need the following materials for class

- 1 inch, 3-ring binder with pockets
- 3x5 Index cards (optional)
- Black/Standard Blue Ink pen **or** Pencil (Work written in any other colored ink will not be accepted)
- College Rule loose leaf notebook paper
- Dividers
- Highlighters
- USB flash drive—this device is can be used for compositions that will be written both at home and at school. This enables students to transport works in progress from school to home. (Optional)

Academic Honesty

Cheating and plagiarism will not be tolerated. Therefore, STUDENTS CAUGHT PLAGIARIZING OR CHEATING WILL BE GIVEN AUTOMATIC ZEROS FOR THE ASSIGNMENT AND THE PARENTS WILL BE CONTACTED.

Cheating is considered but not limited to the following acts:

- Sharing information with other students about tests or quizzes taken in class throughout the day
- Working on individual assignments in groups or pairs
- Incorrectly citing sources in writing assignments
- Using electronic devices to obtain information during tests and quizzes

- Obtaining work from the internet or any other outside source and presenting it as your own work or idea

Late Work Policy

Any late work turned in will be deducted 20 points if turned in after the assigned due date. This means that if an assignment is handed in late, the highest possible score that a student can receive on an assignment is 80% if all other requirements were met and standards were mastered.

CAUTION: Plan ahead for assignments—out of ink printers or computer malfunctions will not be an acceptable excuse for late work.

***If you are having trouble with this class, come to me immediately and I can work with you. If you wait till the end of the marking period, it will be TOO LATE. I will be available to help you understand so you can be successful in this class.**

Classroom Rules and Procedures

- Be on time to class. If students are late they will receive a zero for class participation for that day.
- Come to class prepared to work. This means that you must bring your supplies to class daily (black or standard blue ink pen, pencil, class binder with correct binder tabs, classwork/homework etc.) **Only work written in black/standard blue ink or pencil will be graded.**
- Be polite and respect others. Everyone has an opinion of course, but you must be mindful and respectful of your peers and your teachers.
- **Students will NOT be given restroom passes during the first fifteen and last fifteen minutes of class. A maximum of four restroom passes will be given per student per semester.**
- Students are **NOT** allowed to play cards, use cell phones, listen to mp3, play handheld games or use ANY electronics in class (i.e. Gameboys, PSP, Nintendo DS, games on cellular devices or downloaded onto calculators etc.) When necessary, parents will be notified by email of opportunities for students to use personal devices in class.
- Gambling is **NOT** allowed and will result in the student receiving ISS/OSS
- Selling foods/ beverages in class will **NOT** be tolerated and will result in the student receiving ISS/OSS/ referral to the Principal's office.

Attendance and Late Work

Regular and prompt class attendance is an essential part of the educational experience. Hapeville Charter Career Academy expects students to exercise good judgment regarding attendance and absences. Students will accept full responsibility for ensuring their work does not suffer because of absences. All students are expected to attend every scheduled class on time. Exceptions may be made for illness and valid emergencies.

All students enrolled at Hapeville Charter Career Academy will adhere to the Fulton County attendance policy when determining excused and unexcused absences. Any student that is absent from school must bring in documentation no later than 3 days upon return.

Additionally, students must be aware that three tardies equal one unexcused absence. For students with excused absences, they will be given no more than the amount of days missed to turn in any late work.

Make-up Work/Tests

If you are absent, it is YOUR responsibility to find out what assignments you missed during an absence in order to make them up. You have five days following an **excused absence** to see me about your make-up work. After five days, no make-up work will be accepted, but can be recovered for partial credit during the identified recovery period. If you miss a test, you may make it up before or after school. Students are allowed one week from the original test/ quiz date to make it up. After a week, the grade will automatically become a zero in the grade book. Arranging a make-up test requires speaking with me to set up a time. A missed make-up appointment without a notice will result in a zero. If a long-term assignment is due the day you missed, it is due your first day back.

Missing or Not Work NOT handed in (NHI)

Classwork and homework will be collected EVERY FRIDAY DURING THE FIRST SEVEN MINUTES OF CLASS. If a student does not have the assignments requested by the teacher, they will be asked to fill out a missing classwork/homework form. On this form students will be asked to explain why they did not complete or hand in the classwork or homework. Be mindful, that in order for students to complete/ receive extra credit, they must have filled out missing work form with detailed explanation.

Late Work Policy

Any late work turned in will be deducted 20 points if turned in after the assigned due date. This means that if an assignment is handed in late, the highest possible score that a student can receive on an assignment is 80% if all other requirements were met and standards were mastered.

CAUTION: Plan ahead for assignments—out of ink printers or computer malfunctions will not be an acceptable excuse for late work.

***If you are having trouble with this class, come to me immediately and I can work with you. If you wait till the end of the marking period, it will be TOO LATE. I will be available to help you understand so you can be successful in this class.**

Assignment Turn in Policy:

- Classwork and Homework **MUST** be turned in to the specified work bin on FRIDAYS during the first seven minutes of class.
- **Essays must be emailed** to the following email address before midnight on the assigned due date:

apliteraturehapeville@gmail.com

All essays will be assigned in class as well as posted on the calendar located on the class **website: dunmeyera-ap.weebly.com**

Again, essays are due by midnight in order to be graded without penalty. At 12:01 the assignment is considered late and will therefore be scored according to the late work policy

Extra Credit:

Fulton County states that extra credit can be administered to students at the teacher’s discretion. However, in order for a student to be eligible for extra credit, **they must have the following:**

- No missing assignments
- If there is a missing assignment or NHI in the grade book, the student must have filled out a Missing Assignment Explanation form accompanied by a parent/guardian signature.
- Three or less unexcused absences

ELA DEPARTMENT Student Evaluation Grading Scale/Weight Requirements 2016 – 2017

Summative Assessments <ul style="list-style-type: none">• Unit Test• Chapter Test• Unit Projects	25%
Performance Based Assessments and Classwork <ul style="list-style-type: none">• Daily assignments• Homework• Class participation• Warm-ups• Journal entry• Notes• Projects	20%
Formative Assessments <ul style="list-style-type: none">• Quizzes• Informal assessments	15%
Essay	20
Final Exams <ul style="list-style-type: none">• EOCTFinal projects	20%
Total	100%

Tutorial

English tutorial will be held every **Tuesday afternoons from 4:00-4:45**. If students need extra assistance outside of the designated tutorial time can schedule tutorials with the instructor. In the event that extra help is needed students are asked to request assistance at least twenty-four hours in advance.

There will also be mandatory tutorial dates for AP Language students in order to complete a practice AP exam in a time frame similar to the time constraints students will

experience on the actual College Board Advanced Placement exam. Dates will be posted on the classroom website and students will be notified in class.

Hall Passes

Students will **NOT be given hall passes during the first fifteen minutes and last fifteen minutes of class**. If there is a medical need for a restroom break, students must provide proper documentation notifying the school of this necessity. Please keep in mind that instructional time is very valuable, therefore each student will receive a maximum of **four restroom passes per semester**.

Departmental Recovery Period(s):

Recovery will be provided to any student with a class average of 79 or below (according to the Department of Education 80% shows student mastery).

Students will be provided a recovery period per semester. In each class the teacher will identify tasks and assignments that are open for recovery. The recovery periods for both fall and spring semesters are as follows:

October 24-November 23, 2016

March 27-April 28, 2017

ELECTRONIC DEVICES

You may NOT use cell phones, iPods/music players, electronic tablets like iPads, E-readers or anything else with an on/off switch (aside from computers and calculators, when necessary) in class **UNLESS YOU HAVE INDIVIDUAL PERMISSION FROM YOUR TEACHER TO BE USED FOR ACADEMIC PURPOSES ONLY**. They should be turned off and put away. If you use any such devices during class, it will be confiscated and held for the remainder of the day. In the case of repeated instances, the device (s) will be confiscated, turned into the office, your parents will be called and you will be referred to administration.

Online Classroom Access for Parents and Students

Each student can access online tutorial and resource materials online at the classroom website: dunmeyera.weebly.com. Both students and parents can utilize this website as a means to access links to research tools as well as handouts provided to students in class.

Additionally, **I encourage each parent to gain access to the online grade book (Parent Connect)**. Having access to this portal will allow parents to see grades on all classroom assignments as they are graded, input, and published in the teacher's grade book.

Academic Dishonesty

Cheating and plagiarism will not be tolerated. Therefore, STUDENTS CAUGHT PLAGIARIZING OR CHEATING WILL BE GIVEN AUTOMATIC ZEROS FOR THE ASSIGNMENT AND THE PARENTS WILL BE CONTACTED.

Plagiarism, Cheating, and Academic Integrity

Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade. Please refer to the Student Code of Conduct booklet for additional information.

Cheating is considered but **NOT** limited to the following acts:

- Sharing information with other students about tests or quizzes taken in class throughout the day
- Working on individual assignments in groups or pairs
- Incorrectly citing sources in writing assignments
- Using electronic devices to obtain information during tests and quizzes
- Obtaining work from the internet or any other outside source and presenting it as your own work or idea

Collaboration: Working with one or more people to produce an assignment as a group project when the assignment is not identified as group work. Doing so will result in a failing grade on the assignment. Honor code violations will also be filed according to Hapeville Charter Career Academy Policy.

Collusion: Allowing other people to write or revise an assignment, especially BUT not limited to a writing assignment, which is supposed to be your work alone. Parents or others that mean well can cross this line easily. Make sure that if you receive assistance, it NOT be any more than editing suggestions. Revision and rewriting of work by others is collusion and will result in a failing grade on the assignment. Honor code violations will also be filed according to Hapeville Charter Career Academy Policy.

**STATEMENT ON
PLAGIARISM
AND
ACADEMIC DISHONESTY**

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I have heard the teacher's discussion of plagiarism and academic dishonesty, and I understand that I must use research conventions to cite and clearly mark other people's ideas and words within my paper. I understand that plagiarism is an act of intellectual dishonesty. I understand it is academically unethical and unacceptable to do any of the following acts:

- To submit an essay written in whole or in part by another student as if it were my own
- To download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source
- To restate a clever phrase verbatim from another writer without acknowledging the source
- To paraphrase part of another writer's work without acknowledging the source with a citation
- To reproduce the substance of another writer's argument without acknowledging the source
- To take work originally done for one instructor's assignment and re-submit it to another teacher
- To cheat on tests or quizzes through the use of crib sheets, hidden notes, viewing another student's paper, revealing the answers on my own paper to another student, through verbal or textual communication, sign language, or other means of storing and communicating information, including electronic devices, recording devices, cellular telephones, headsets, and portable computers
- To copy another student's homework and submit the work as if it were the product of my own labor
- To provide or accept specific information about a class assignment, project, homework, quiz, test, or exam (example: "The essay question is . . ." or "Study all the definitions on page 3.")

I understand that the consequences for committing any of the previous acts of academic dishonesty can include a failing grade for the assignment or quiz, a failing grade for the class, and even suspension. **I will not perform any acts of Academic Dishonesty.**

Please read this page carefully, sign, and return this page by Monday, August 22.

I have read the statement on Academic Dishonesty and understand its contents.

Student Name (Print Legibly): _____

(Student Signature) _____ **Date:** _____

Parent/Guardian Contact Information

Primary Contact (Parent or Guardian) _____

Parent/Guardian's signature _____

Parent/Guardian E-mail address _____

Daytime contact number _____

HAPEVILLE CHARTER CAREER ACADEMY

Ms. Dunmeyer

Please sign below indicating that you have read and understand the requirements and rules.

Student Signature: _____

Parent/Guardian Signature: _____

PRINT Parent/Guardian Name: _____

Parent's Email Address:

(Please include an email address that you check often. I feel it is important to keep Parents up to date on important assignments and school functions.)

Preferred Contact Numbers for Parents/Guardians

Home _____

Cell _____

Work _____

Please return signed by Monday, August 22 , 2016