

Honors and AP[®] English Literature and Composition Syllabus 2013-2014

Course Objectives:

- Students carefully read and analyze works of both British and American writers as well as works written in several genres from the sixteenth century to contemporary times.
 - Students write an interpretation of a piece of literature that is based on a careful observation of textual details.
 - Students have frequent opportunities to write and rewrite formal, extended analyses and timed in-class responses. The course requires:
 - Writing to Understand*: Informal, exploratory writing activities
 - Writing to Explain*: Expository, analytical essays
 - Writing to Evaluate*: Analytical, argumentative essays
 - The AP teacher will provide instruction and feedback on students' writing assignments, both before and after the students revise their work.
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Required Texts and Materials:

Literature & Language Arts, 6th Course ISBN: 9780030992919

Vocab Power Plus for the New SAT, Book 4 ISBN: 9781580492560

Hamlet Preferred ISBN: 9781411400344

The Canterbury Tales ISBN: 9780140424386

AP ONLY:

5 Steps to a 5: AP English Literature (2014-2015 Edition) ISBN: 9780071803793

In addition to the above readings, you will be reading several short stories, poems, and excerpts from larger works, which will be provided for you.

Individual Readings (Only REQUIRED for students enrolled in AP, not Honors):

From the list of AP[®] suggested novels (included in syllabus), you will each choose at least TWO novels to read independently. 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.

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:*

<https://apstudent.collegeboard.org/apcourse/ap-english-literature-and-composition/exam-practice?enligt> (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.

Writing Rubrics

All assignments for formal papers will include a specific grading rubric. We will go over the rubrics prior to submitting papers and reviewing expectations for the particular piece of writing. Please consult each rubric carefully before submitting your work. The following is an AP Nine Point Trait Rubric which will be used for the majority of your writing.

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.

Materials: Students will need the following materials to be brought to class daily: a 2 ½ - 3 inch hardcover binder, college ruled notebook paper, blue and/or black ink pens, pencils, highlighter, PostIt Notes, and the day's required text(s).

Binders: Students are to have their binders **with them in class every day**. All notes and assignments (completed and current) must be kept in the binders in reverse chronological order by date. No papers should be in pockets, folders, lockers, or backpacks. Student planners must be in the binders so they can be used to keep track of assignments.

Late Policy and Extra Credit: Students are expected to complete all assignments on time. Late assignments will receive a **reduced credit** of 10% for the first day late and no credit after that except in the case of an excused absence (see Student Handbook). Extra credit assignments will be assigned throughout the year, but none will be given by request. **IF YOU HAVE AN EMERGENCY, IT IS YOUR RESPONSIBILITY TO MEET WITH ME PROMPTLY AND DISCUSS IT.**

Missing Work and Binders: It is the student's responsibility to keep track of missing work. All work should be in your binder in reverse chronological order by date (most recent assignments on top). **DO NOT THROW ANYTHING AWAY.**

Quizzes/Tests: Students may complete a make-up test if absent (excused) on the day of a test within one week of the originally scheduled test (excludes midterms and finals). If a student does not show up for and complete a make-up test at the agreed upon time, the opportunity to do so is forfeit.

Communication Policies

Communication by Phone: Please call the school at (310) 823-4651. If I am not available, please leave a message; I will try to be as prompt as possible when returning phone calls.

Email: You will probably receive a faster response with email. You can email me anytime at: msyoung2014@gmail.com - My personal teacher email address
myoung@stbernardhs.com - My official St. Bernard email address. This email address will also be on the school website and the HomeLogic website.

***PLEASE remember to include your name in the body of the email. Your name in the subject line of the email would also be great!

Plagiarism & Cheating

The school's honor pledge may appear on quizzes, tests, exams (midterm and final), formal written assignments, or whenever requested by the teacher. The honor pledge is as follows:

On my honor, I pledge that I have not violated any of the provisions of the St. Bernard High School Academic Honor Code.

Plagiarizing & Cheating Policy: Each student is expected to complete his or her own work. If a student receives assistance with an assignment (e.g. a tutor, teacher, parent/guardian/relative, another student, the Internet, or another outside source) they must indicate who assisted them, for what reason and to what extent. If a student does not declare when he or she receives assistance, it will be considered dishonest behavior, cheating, and/or plagiarism.

Plagiarism

Plagiarism is a crime! Any student who is suspected of and/or caught with severe plagiarism will be punished. Plagiarism is stealing or passing off the ideas or words of someone else as your own. Examples of plagiarism include failing to cite written material that is directly quoted or paraphrased from another source, or failing to give credit for use of other's ideas, pictures, graphs, diagrams, or figures. Plagiarism can be avoided by citing the source in question.

Cheating

Cheating is the use of another person's work as one's own, usually a classmate's, with the intent of deceiving the teacher and gaining an unfair advantage over other students. Blatant examples of cheating include using books, notes, or other sources not expressly allowed during exams; copying on homework, in-class, or take-home exams; using any form of assistance if instructed to produce work individually; and knowingly assisting another student to engage in any of these behaviors. Class work and homework assignments must be completed individually unless stated otherwise.

All of the rules in the student handbook apply to this course.

The teacher may alter and add to the above listed expectations at anytime during the school year. If this occurs the students will be notified verbally and in writing.

HONORS & AP ENGLISH LITERATURE & COMPOSITION
CONFIRMATION & AGREEMENT DOCUMENT

If you agree to the rules, expectations and possible disciplinary actions set forth in this document and if you agree to hold your student accountable to the rules, expectations and possible disciplinary actions set forth in this document please complete the following section.

Student's Name	
Student's Signature	
Date Signed by Student	
Student's E-mail	
Student's Home Phone Number	
Parent/Guardian Name	
Relationship to Student	
P/G Signature	
Date Signed	
P/G's E-mail	
P/G's Work Number	
P/G's Home Number	

P/G's primary language	
Does P/G speak English?	
Is there computer access at home?	
Is there internet access at home?	

Comments:

Do you have any specific concerns that I should be made aware of?
