

Christopher High School
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AP English Literature & Composition (AP English IV)

Course Description/Objectives

AP Literature and Composition is a demanding college-level course that engages students in the careful reading and critical analysis of imaginative literature: the novel, the short story, poetry, and drama. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a writer's use of literary elements such as structure, style, themes, word choice, tone, use of figurative language, symbolism, characterization, and sound devices. Students will venture through a varied collection of some of the greatest literary works of both British and American authors, as well as literature from the Early Elizabethan period to contemporary times. Reading will always take place in the work's original text and be accompanied by lectures on historical time periods, social movements, literary movements and biographies of the authors. Students will read works of literature in and outside of class; checkpoints and pacing guides will be provided.

Writing, one of the key methods of understanding and evaluating what one reads, will be honed during the course of this class. Various genres of writing, from analytical essays extended beyond the classroom, timed essays that mimic the demands of the actual AP writing tasks, creative writings that allow students to parallel the examples of genius being read, and non-fiction persuasive and expository writings, will all be developed, refined and revised throughout the course. Students will be expected to frequently participate in a wide variety of writing experiences: timed writings, extended writings with peer and teacher revision, journal entries, annotated notes, free-writes and creative writing.

Finally, through the combination of both reading and writing critically, students will be able to experience literature and express themselves at the developmental level demanded by modern institutions of higher learning. Students will be expected to deliver professional presentations to develop public speaking skills, which are a life skill post-graduation. Constant modeling, whole-class and small-group discussions, and consistent verbal and written feedback from your instructor and peers will create the necessary environment to help with this process. It is my hope that this adventure becomes one that shapes the way that we all look at the world around us, and inspires us to continue to feel and appreciate the power of the written and spoken word.

Exams/Testing

The objective of exams and tests is to give students the opportunity to emulate high-stakes testing environments to prove comprehension and application of the material taught. Quizzes and tests can be based on, but not limited to, in-class readings, outside readings, lectures, class discussions and general notes. Students will be frequently tested under timed conditions as a manner of simulating the environment of tests such as the AP and SAT. Exams will consist of, but not be limited to, free-response questions, multiple choice questions for critical reading and textual annotations on close reading. Most exams will be graded on scales and rubrics that are as close as possible to the evaluations on AP and SAT exams – 9- point rubric on free-response questions. Not all exams will be used for grading purposes. Many quizzes, exams and tests will be used for informative purposes, diagnostic purposes and generation of feedback for individual student performance.

Grading

*Grade Breakdown is as follows:

-In-class assignments, discussion, & participation	30%
-Out-of-class writing, projects, & presentations	35%
-Reading Quizzes/FRQs/Tests	35%

*Grading Scale is as follows:

90-100%= A

80-89%= B

70-79%= C

60-69%= D

59% & below= F

No work submitted= No Mark (NM)

Student Responsibilities

Respect for others is essential for class discussions and a positive learning environment. Your behavior will be reflected in your citizenship and participation grade.

- Expect to succeed academically and respect yourself
- Honor and respect other students' right to learn and the teacher's right to teach
- Help create a positive learning environment (or we will be having a conference regarding your attitude)

Course Etiquette

1. Students are expected to arrive **on time** and to be **prepared for class**. This means that you are in your seat and ready to focus when the bell rings or it will be a TARDY. 5 Tardies result in an N for citizenship for the quarter! **If you miss the warm up or quiz due to an unexcused tardy, you will not be allowed to make it up.**

2. Students may eat healthy food in class. Only water allowed. No coffee or energy drinks. NO GUM! Privileges may be taken away. Clean up after yourself.

3. Students are expected to remain attentive during class instruction. No sleeping—it's rude.
4. Students are expected to write down all assignments in their CHS planners. Please refer to the whiteboard first, then Aeries. Many assignments will be turned in via Google Classroom.
5. Students are expected to remain **focused and on-task during group work**. This means that you are engaged in the assigned activity, refrain from discussing unrelated subjects, and contribute to the productivity of your group or points will be deducted.
6. Collaboration in and outside of class is encouraged, **however copying is not**.
7. Students are expected to utilize formal evaluation practices when peer-editing. NO unrelated comments or doodling. Students are expected to keep the contents of peer work confidential.
8. The free exchange of ideas is key to academic inquiry. Students may disagree with the instructor or their peers but are expected to debate with courtesy and respect. Derogatory language and expletives are not permitted. We may be passionate, clever, witty, and gutsy, but we must also always be civil.
9. The instructor has the right to alter classroom rules as the year progresses or to initiate student contracts, student/parent conferences, etc.

Academic Honesty

Plagiarism or academic theft is passing off someone else's work or ideas as your own, regardless of your intention. **Do not copy or allow others to copy your work!** Do not cut and paste information or text from the Internet into your work. Always cite your sources!!! You are responsible for ensuring that your sources are acknowledged and cited appropriately. The instructor may request an electronic copy of your work to check for plagiarized passages throughout the semester. Protect your work. **PLAGIARISM AND/OR ANY FORM OF CHEATING WILL NOT BE TOLERATED AND WILL RESULT IN A FAILING GRADE FOR THE ASSIGNMENT AND A REFERRAL!**

Technology Policy

The use of cell phones and other electronics during class is prohibited UNLESS we are doing a class activity. If you have an emergency, you may go to the office and call from there. Cell phones and other electronics may be used when directed by the teacher ONLY. When in doubt, please ask me if you may use your device.

Homework & Late Work Policy

Homework will include a variety of the following: reading, taking notes, studying literary terms, projects, essays, etc. Assignments must be turned in on the day they are due (at the start of the period) to receive full consideration. **No assignments will be printed during class!!!** Students must come in with his/her own printed copy of an assignment – it is NOT the teacher's responsibility to print out your assignment. Some assignments will be turned in digitally and will be time stamped. No late work! If there is a verifiable emergency or in the case of a student with qualifying IEP or 504 plans, extra time may be given on a case-by-case occasion.

Absences

It is your responsibility to find out what you missed and to make up all work if you are absent. You will have two class periods for every excused absence to make up assignments. Students must see teacher privately outside of the class period to clarify missed work AND SCHEDULE MAKEUP EXAMS/QUIZZES. Do not wait a week to make up work! Do not ask me at the beginning of class when I am giving directions. Talk to me after class for additional clarification.

Resources

***Course Textbooks:**

Arp, Thomas, Greg Johnson and Laurence Perrine, eds. *Perrine's Literature: Structure Sound and Sense*. Boston: Wadsworth, 2012.

The Holy Bible (New King James Version)

How to Read Like a Professor by Thomas C. Foster

***Major Novels/Plays: (Students are encouraged to purchase individual copies.)**

Bronte, Emily. *Wuthering Heights*

Shelley, Mary. *Frankenstein*

Hurston, Zora Neale. *Their Eyes Were Watching God*

Chopin, Kate. *The Awakening*

Hawthorne, Nathaniel. *The Scarlet Letter*

Wilde, Oscar. *The Importance of Being Earnest*

Sophocles. *Oedipus Rex*

Shakespeare, William. *King Lear*

Wright, Richard. *Native Son*

Ibsen, Henrik. *A Doll House*

Web Sites: AP Central – <http://apcentral.collegeboard.com>

Required Materials to be brought to each class:

- CHS Planner
- 3-ring binder w/dividers & loose leaf college-ruled paper
- College-ruled spiral notebook
- Blue or black pens, red pen, pencil, different colored highlighters
- Required texts
- 3x5 cards, colored pencils &/or markers, post-it notes

****I have read and understand the expectations for AP English IV and will work diligently to complete all course requirements to the best of my ability.***

Student Name Printed: _____

Student Signature and Date: _____

I have reviewed and discussed the syllabus with my student.

Parent/Guardian Name Printed: _____

Parent/Guardian Signature and Date: _____