

AP English IV/Advanced Placement English Literature and Composition

2017-2018

Heritage High School
Wake Forest, NC 27587

Instructor: Mr. Sellek

Office Hours: Mr. Sellek- Tuesdays 2:30-3:30

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Instructors are also available during Husky Help, if the student has below an 80.

Introduction

AP English Literature and Composition will give students a learning experience equivalent to a typical undergrad introduction to literature class. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the big questions in life. We will "measure" literature against the history of philosophy to understand how literature fits into its own time as well as in all time. We will ask, "What is art?" and try to determine the qualities of great literature.

Our literary analysis will look through the lenses of style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language and syntax. Vocabulary study is important. Students will also master literary terms. Writing well about literature is a key component of the class. In addition to writing a variety of essays, students will keep a writing log over the course of the year to document their progress and to engage themselves in thinking about their writing. It is expected that students will take both the AP English exams in May. Students should check with various colleges to see what credits they offer for each or both tests.

Objectives

Writing

1. Beginning with the summer reading essay and through the year, students will explore their thinking and reading by writing first impressions and analyzing what they are reading. Journals will include: notes on readings, analysis gleaned from group work on various topics, response to prompts in timed writing, graphic and visual analysis and resources.
2. The student will complete several narrative, expository, and argumentative essays for the class, many requiring the synthesis of ideas from research.
3. Students will use the writing process for all major essays: exploration, planning, drafting, revising, editing, and publishing.

4. Writing assignments will include:
 - A thoughtful and exploratory literary analysis essay based on either *Great Expectations* or *Heart of Darkness* in which students will analyze the text for specific details in order to answer a question dealing with its social, cultural, or historical values.
 - Weekly timed writings in which students will be challenged to create analytical and argumentative essays using excerpts to evaluate the author's intentions, artistry, and quality using AP released prompts.
5. All papers must be typed, using Times New Roman 12 pt. font, following MLA format
6. All essay modes other than the narrative will require a Works Cited page reflecting the research required for each essay.
7. Papers must be submitted at the beginning of class. Late papers—regardless of reason, including computer failure—will be penalized TEN (10) points per day, FIVE (5) points the day of. NO EXCEPTIONS. (Please note: This policy applies to specifically to essays. Other assignments will follow the English Department Late Work policy as outlined below.)

Reading

8. Readings will include selections which reflect fiction: novels, novellas, short stories, and poetry. For the purposes of this class, students should have completed an American Literature pre-requisite class in which *The Great Gatsby* and *Narrative of a Life of a Slave* was read. Regardless, the following works will be studied in during this course:
 - *Great Expectations* by Charles Dickens
 - *Heart of Darkness* by Joseph Conrad
 - *White Tiger* by Aravind Adiga
 - *Hamlet* by William Shakespeare
 - *Of Mice and Men* by John Steinbeck
 - *Death of a Salesman* by Arthur Miller
9. Through analysis, the readings will furnish ideas for discussion and writing.
10. The student's vocabulary and reading ability for comprehension, interpretation, and evaluation will increase.
11. The student will analyze image as text.

AP Test Practice

Throughout the course, the students will practice writing timed open-ended AP test questions usually related to the curriculum. College Board materials will be provided including marker papers for students' understanding and revision. The students will be assessed according to AP provided rubrics. Integrating the timed writings into the natural progression of the course helps build students' confidence and expertise

Methods of Instruction

Discussion is the primary way in which students come to understand a particular text. We will have both large group and small group discussions. Discussions are sometimes student led. Cooperative learning groups are also used in this class. There will also be individual projects/assignments. Reading will be done independently or as a class assignment.

Upon completing the AP English Literature and Composition course students should be able to:

- use a wide-range, college-level vocabulary, both appropriately and effectively;
- craft a variety of sentence structures, including appropriate use of subordination and coordination;
- use logical organization, enhanced by specific illustrative detail;
- apply the effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure;
- use, analyze, and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- use, create, and sustain arguments based on readings, research, and/or personal experience;
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- write about rhetorical contexts, including circumstances, purpose, topic, audience, and writer, as well as the writing's ethical, political, and cultural implications;
- use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics;
- use feedback obtained through peer review, instructor comments, and/or other sources to revise writing;
- assess your own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods;
- generate, format, and edit writing using appropriate technologies;
- create writing that is analytical and evaluative, incorporating textual support, demonstrating judgment/critique about multiple texts' artistry and quality; and
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

The Advanced Placement Examination

The culmination of AP English IV is the Advanced Placement Examination given nationally each year in May. By scoring a 3 or higher, a student can gain advanced placement standing in college and possibly earn college credit. There are two basic strategies for obtaining the desirable score: 1. Read all daily assignments carefully and conscientiously; 2. Become familiar with the format and types of questions asked on the examination. To address the second objective, there will be timed essay writes and multiple choice drills which should assist the student to score well on the exam. Failure to participate in these opportunities will seriously and adversely affect one's grade and possibly one's score exam score. ALL students are encouraged to take the Examination.

Evaluation and Credit

All writing assignments will be scored based on the following rubric:

The **8-9** paper is a SUPERIOR paper in every way, characterized by—

12. Outstanding word choice
13. Outstanding organization
14. Outstanding syntax with a wide variety of sentence patterns
15. Maturity of thought and language
16. Clear purpose with detailed development, supported by examples, elaboration, and details
17. No major errors in grammar, spelling, or punctuation
18. No more than one or two minor errors, depending on length

The **6-7** paper is an EXCELLENT paper, characterized by—

19. Good word choice, sentence structure, organization
20. Good maturity of thought and logic
21. A stated purpose with less development, examples, and details, lacking the more mature style of the superior paper
22. No major errors in grammar, spelling, or punctuation
23. No more than several minor errors, depending on length

The **5** paper is an AVERAGE paper, characterized by—

24. Average word choice, often simple, immature, inappropriate
25. Adequate organization
26. Good sentence structure but often simple and without variety
27. Fair logic, clear enough to convey the paper's purpose
28. Average maturity of thought but lacking adequate development
29. Only one major error in grammar, spelling, and punctuation and/or several minor errors

The **3-4** paper is a BELOW AVERAGE paper, characterized by—

30. Poor diction, misuse of words, non-standard expression
31. Garbled, fragmented, or unclear sentence patterns
32. Little thought, resulting in poorly conceived, expressed, and developed ideas
33. Serious errors in grammar, spelling, punctuation, mechanics
34. No more than two major errors or multiple minor errors

The **0-2** paper is a FAILURE, characterized by—

35. Poor and immature word choice
36. Lack of organization
37. Disconnected or garbled syntax
38. Long, uncontrolled, infantile, short, choppy sentence patterns
39. Lack of logic which fails to conceive, state, or develop an idea
40. Three major errors and/or multiple minor errors

NOTE: Major errors consist of the following:

41. Comma splices
42. Lack of subject-verb agreement
43. Lack of pronoun-antecedent agreement
44. Unjustifiable fragment
45. Run-on or fused sentences
46. Misuse of to, too; their, there; its, it's
47. Five misspelled words
48. Any three of the following:
49. Misuse of ;
50. Misuse of ,

51. Misuse of the ‘ in plurals, possessive pronouns/nouns

Texts and Materials

1. *Great Expectations* by Charles Dickens
2. *Heart of Darkness* by Joseph Conrad
3. *White Tiger* by Aravind Adiga
4. *Hamlet* by William Shakespeare
5. *Of Mice and Men* by John Steinbeck
6. *Death of a Salesman* by Arthur Miller
7. Literature Circle Texts

Thematic Units

1. Home and Family
2. Identity and Culture
3. Tradition and Progress
4. Conformity and Rebellion

ENGLISH DEPARTMENT STUDENT GUIDELINES AND SYLLABUS
ENGLISH DEPT. WEB-SITE: <http://hhs-english.weebly.com/index.html>
2017-2018

Student Code of Conduct and Husky Honor Code 2017-2018:

In many organizations, *honor* is an empty word. We want our graduates to be marked by honor, and as such have developed the *Husky Honor Code* to address incidences of dishonesty.

Definition of Cheating: the act of gaining an unfair advantage, or misrepresenting one's knowledge. It includes, but is not limited to:

5. Wrongfully using or taking the ideas or work of another.
6. Giving or receiving unauthorized aid from another person on assignments, papers, quizzes, tests, or examinations (sharing information, even copying answers to worksheets is considered cheating and therefore unacceptable)
7. Plagiarizing.
8. Getting advance information about quizzes, tests, or examinations.
9. Using or consulting unauthorized materials or using unauthorized devices on papers, quizzes, tests or examinations.
10. Using any portion of a paper or project to fulfill the requirements of more than one course, unless the student has received prior permission to do so.
11. Intentionally misrepresenting the need for extra time on any assignments, papers, quizzes, tests or examinations, in order to gain more information.
12. Choosing to be absent on the due date of a paper, project, quiz or test.
13. Lying about any of the above.

Pledge: After each classroom teacher explains how this code relates to his or her curriculum, each student will be asked to sign understanding of Husky Honor Code, including the statement:
As members of the Heritage community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not cheat. I accept responsibility to maintain the Honor Code at all times. (Source: Wheaton College)

Consequences for Violating the Honor Code:

1st Violation: Zero on assignment with additional assignment averaged. Parental contact. Documented in teacher grade book.

2nd Violation: Same as first with addition of documentation in disciplinary program.

3rd Violation: Same as 1st and 2nd violation with the addition of appearance in front of a 5 panel Honor Court.

As the student has violated a trust, logical consequences are to limit the privileges that show we trust the student.

Consequences may range from the following:

14. Loss of privilege to attend extra-curricular activities (dance, games, etc.)
15. Loss of privilege to drive to school

16. Loss of privilege to determine how you will spend Husky Help or Lunch
17. Loss of leadership positions/removal from clubs and or sports
18. Denial of future access to dual enrollment opportunities
19. Detention>OSS on the discipline scale

Student Email:

Beginning with the 2013-14 school year, all WCPSS students and staff must use WCPSS provided email accounts for student-teacher email communication.

Cyber Bullying:

In accordance with Board Policy 2313/3013/4013 and the 21st Century Act (Public Law No:

110:385, Oct. 10, 2008) all students will be trained annually in internet safety. School districts are required to educate students about:

- Appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.
- Cyber bullying awareness and response.

Supply List

1. Black/blue pen
2. Loose-leaf paper
3. Folder or three-ring binder
4. Highlighter
5. Post-it notes
6. Three subject spiral bound notebook

Guidelines for Student Work:

1. Students must use white, lined 8 ½ X 11 paper for written assignments. The paper must be loose-leaf, not pulled from a spiral notebook.
2. All writing must stay within the margins provided on the paper
3. Complete sentences are required for all grammar exercises, literature answers, and compositions.
4. Paragraphs will be noted by indentation.
5. MLA style will be used for the drafts of all typed assignments.

Classroom Expectations:

1. Because this is an Advanced Placement class, student behavior should not be an issue. At Heritage High School all students are expected to “**Take a R. I. S. K.:** **Respect, Integrity, Self-discipline, Kindness.**
2. Be **PREPARED**—be on time, have materials and work, be focused, ready to learn, and follow directions
3. Be **POLITE**—respect yourself and others; no one has the right to interfere with the learning, safety, or well-being of another student.

4. Be **PRODUCTIVE**—participate! This will increase your chances of success in the class. Do the work—ALL of it. Electronic devices need to be powered down and turned off. Failure to do so requires that the student give the device to the teacher, per school policy.
5. Be **PROMPT**—get to class and be in your seat on time; have your work done before class and ready to turn in.

Grading Policies:

The English Department will use the following percentage system for grading. This reflects the weight of the course strands in the compilation of averages:

Literature	40%
Composition	40%
Speak/Listen/Vocabulary	20%

Husky Help:

All students with a 80% or less average in a class are required to attend Husky Help for that class period. In addition, every teacher has office hours after school for additional help for all students.

Retest and Make-up Policy:

Tests are not a large component of the English program, so the retesting policy will most oftentimes not apply. As a result, one of the three major essays written in each English class may be re-written for grade improvement after a conference with the teacher. Please see below for additional assessment policies adopted by HHS:

1. Tests- Students can retake tests within one week of return date as long as they have all of their homework in for that unit and they attend teacher remediation outside of Husky Help; students with a class average of 76% or below will be allowed to remediate in Husky Help. Retakes take a different form than the initial test. And max out at 90%. This means that the highest score a student can achieve on a retest is 90%...even if they score a 92%. If a student is absent on the retest day, their absence must be excused and they must take the test the day they return.
2. Quizzes-- When students score a cumulative test grade higher than the quizzes which covered the same material, they may substitute the test grade for that quiz grade (s) or retake the test. An original test may replace a quiz grade; retest scores cannot replace quiz grades.

Extra Credit:

The English Department does not offer extra credit in any of the courses. Assignments have been chosen carefully to reflect the time, effort, and information the student will gain. Students are expected to complete each task as it is assigned.

Late Work:

The English Department deducts 10% per day for late assignments for students who have been in class and received the assignment and a due date but do not have the assignment for the date. Students who turn in the assignment after three (3) days cannot receive better than 70%; of the earned grade. Please be aware of the school-wide late work cut-off dates.

Students who have an excused absence on the day the assignment was made, have one day to make up work. If the student is absent three days or more, please contact the teacher. Student homework and other assignments are tied to the learning outcomes of a lesson. Students who do not participate in the assignments will find themselves at a disadvantage on testing and other summative assessments.

TO: Parents/Guardians of Advanced Placement English IV Students
FROM: Mr. Sellek
DATE: August 28, 2017

Thank you for the opportunity to work with your student this semester. We are excited to begin our first Advanced Placement English courses in the series.

Please read over the syllabus carefully and note the expectations for the course. Please return this form by Friday, September 1.

Thank you for your continued support. If you have any questions at any time, please contact your student's instructor.

Sincerely,

Mr. Sellek

_____ CUT _____

My student _____ and I have read over the syllabus and understand the requirements of the course.

Comments: _____

Parent/Guardian: _____ Date: _____

Email: _____ Phone #: _____

As a student in AP English IV, I understand and support the Husky Honor Code and understand the consequences for violating said code.

Student: _____