

Advanced Placement English Literature and Composition (Grade 12)
DCPS Course #13100

Cambridge-South Dorchester High School
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Period: Varies
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Course Description/Introduction

AP English Literature and Composition is designed to be a college/university level course, thus the “AP” designation is on a transcript instead of Honors. This course will provide students with the intellectual challenges and workload consistent with a typical undergraduate university English literature/humanities course. On May 8, 2019, students will be required to take the Advanced Placement English Literature and Composition Exam. A student who achieves a score of 3 or higher on the AP Exam will be granted college credit at most colleges and universities in the United States. All students enrolled in this class must take the examination which costs \$94. An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. 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. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit a minimum of five hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

Pre-requisite: B -average in English Language and Composition or English 101

Essential Concepts

- Literature provides a mirror to help us understand ourselves and others.
- Literature deals with universal themes that help us understand truths about the human condition and the world in which we live.
- Writing is a form of communication across the ages.

Course Goals

- To engage in close analytical reading of works of literature
- To consider a work’s structure, style, and themes
- To understand how authors use diction, figurative language, syntax, imagery symbolism, and tone to communicate meaning
- To study representative works from various genres and periods
- To focus on a few major works in depth in order to understand the work’s complexities

Course Requirements

Students must complete the following activities:

- read novels, essays, poems, and documents from a given or themes and write essays based on them;
- participate in a variety of writing experiences;
- write a research/modern critical analysis paper according to specific guidelines;
- present an informative speech based on the research paper;
- complete in-class, on demand timed writings at least once per week;
- complete weekly vocabulary and grammar activities and tests;
- utilize the writing process for each writing assignment, unless otherwise stated; and
- type all final essays according to MLA (Modern Language Association) format.

Instructor and Student Texts

- AP Central Home Website—www.apcentral.collegeboard.com.
- AP Books of Choice from College Board suggested reading list
- Bronte, Emily. *Wuthering Heights*. Various editions.
- Fitzgerald, F. Scott. *The Great Gatsby*. Various editions.
- Jago, Carol et al. *Literature and Composition: Reading, Writing, Thinking*. Boston: Bedford/St. Martin's, 2011.
- Murphy, Barbara L. and Estelle M. Rankin. *5 Steps to a 5: AP English Literature*. New York: McGraw Hill, 2017.
- Perrine, Laurence. *Sound and Sense: An Introduction to Poetry*. Orlando: Harcourt, 1992.
- Shakespeare, William. *A Midsummer's Night Dream*. Various editions,
- Shakespeare, William. *Hamlet*. Various editions.
- Shelley, Mary. *Frankenstein*. Various editions.
- Shostak, Jerome. *Vocabulary Workshop—Level G*. New York: Sadlier-Oxford, 2002.

Please note: “The literary works that appear on the Advanced Placement Reading Lists are *challenging, college-level reading for mature, discerning students*. The purpose of a literary work is not to please, but to make the reader think; not to affirm the reader’s beliefs, but, rather, to challenge them, so that they might be affirmed or rejected. Each work of art is an expression of *the human experience in all its richness—its diversity—its conflicting opinions*. Students and/or parents who object to a particular work either on the in-class or out-of-class reading list may, after contacting the teacher, elect to substitute a work chosen by the teacher which is equally rigorous and which fulfills the objectives of the assignment. However, no AP work will be removed from the in-class or out-of-class reading list” (*College Board*).

Required Materials

- Notebook: three-ring plastic binder
- Loose leaf paper
- *5 Steps to a 5: AP English Literature and Composition*
- Highlighters, pens with dark blue or black ink, pencils, correcting tape
- Post-it notes
- Index cards
- Separate writing portfolio stored in room (provided by teacher)

Required Writing Format

- For all paper assignments, unless otherwise noted, you will need to use this heading: Name, date, and class must be written or typed in the upper LEFT hand corner. A title must be included.
- Paragraphs must be indented.
- All writing assignments must be edited for spelling, grammar usage, syntax, and other corrections before they are turned into Mrs. Cohoon.
- All writing assignments that are handwritten should be legible and written in dark blue or black ink.

Units of Study

Unit Description	Quarter
<p>Genre: Drama</p> <p>Titles: Literary Criticism and Analysis; Fate vs. Free Will; The Enigma</p> <p>Featured Texts: Critical Strategies for Reading*, <i>Antigone</i>, <i>Hamlet</i>, <i>A Midsummer's Night Dream</i> or Shakespearean play of choice</p> <p>Assessments: Vocabulary tests, in-class timed writings, major essays, assorted projects, and objective tests</p>	<p>Q1 (September 5- November 7)</p>
<p>Genre: Novel</p> <p>Title: Gothic and the Sublime</p> <p>Featured Texts: <i>Frankenstein</i>, <i>Wuthering Heights</i>, <i>The Great Gatsby</i></p> <p>Assessments: Vocabulary tests, in-class timed writings, major essays, assorted projects, and objective tests</p>	<p>Q2 (November 8- January 24)</p>
<p>Genre: Poetry</p> <p>Title: Sound, Sense, Truth, and Beauty</p> <p>Featured Texts: Selected poetry from the sixteenth century to the present</p> <p>Assessments: Vocabulary tests, in-class timed writings, major essays, assorted projects, and objective tests</p>	<p>Q3 (January 25- March 29)</p>
<p>Genres: Short Stories and Novellas</p> <p>Title: The Absurdity of Existence</p> <p>Featured Texts: <i>The Metamorphosis</i>, <i>Bartleby, the Scrivener</i> and short stories, including: "A Rose for Emily," "A Good Man is Hard to Find," "The Lottery," "The Yellow Wallpaper," and "Lamb to the Slaughter"</p> <p>Assessments: Vocabulary tests, in-class timed writings, major essays, research/synthesis essay, assorted projects, and objective tests</p>	<p>Q4 (April 1-TBD)</p>

DCPS Grading Policy

Midyear and final examinations (AP Examination), practice AP Examinations, a writing portfolio, quizzes, tests, homework, and class work will contribute to the student's grade. Grades will be averaged using a 60% summative (tests, essays, projects, and quizzes) and 40% formative (class work, homework, warm ups) system.

Categories	Percent of Total Term Grade	Examples of Types of Assignments
<i>Summative Assessments</i>	60%	Tests, Essays, Projects,

		Quizzes
<i>Formative Assessments</i>	40%	Class work and Homework

Components of Course Grade calculations							
	Q1	Q2	Midyear Exam	Q3	Q4	Final Exam	Course Grade
Percentage	45%	45%	10%	45%	45%	10%	
	Semester 1 (S1)			Semester 2 (S2)			
Y1	50%			50%			100%

A Note on Expectations

What You Can Expect from Me	What I Expect from You
Respect for your unique abilities, talents, and intelligence	Respect me as a caring, knowledgeable, and intelligent adult
Sincere effort to assist you in and out of class as needed	Sincere effort to always do your best on each assignment and assessment
Prompt response to individual requests and email inquiries	Willingness to seek help and clarification as needed
Organized class structures to foster optimal learning	Practice centeredness (focus) and digital responsibility (keep all electronic devices off)

Classroom Rules and Procedures

- You are not to stand in the hall before class. As you enter the classroom, sharpen pencils, sit in your assigned seats, and begin warm-up before the bell rings.
- Attend class every day, and do not be late.
- Raise your hand to be recognized and called upon by the teacher. No talking or getting out of your assigned seat unless Mrs. Cohoon grants you permission.
- Be prepared for class everyday with all required materials.
- Be quiet and respectful during announcements.
- Do not touch things in the classroom that are not yours – let's be respectful of each other's belongings.
- No food, drinks, toys, cell phones, iPods, and/or electronic devices are to be brought to class.
- Cheating will not be tolerated. If you find it necessary to cheat, appropriate action will be taken.
- Profanity is not to be used in school. If you choose to speak in this manner, you will be referred to the office.
- If a substitute leaves your name for misbehaving and/or causing a disturbance, appropriate action will be taken.

Consequences

If for some reason you break one of the above stated guidelines, the following actions will be taken:

- **First offense:** student conference, phone call home, or letter sent home
- **Second offense:** phone call home and 1-hour after-school detention
- **Third offense:** phone call home, 1-hour after-school detention, and office referral
- **Fourth offense:** phone call home, 2-hour after-school detention, parent conference, and office referral

Homework Policy

BOTTOM LINE... it must be completed! Homework is very important; it allows me to see how you are doing and whether or not we need to look at something a little more closely.

Writing Format

- For all paper assignments, unless otherwise noted, you will need to use this heading: Name, date, and class must be written or typed in the upper LEFT hand corner. A title must be included.
- Paragraphs must be indented.
- All writing assignments must be edited for spelling and other corrections before they are turned into Mrs. Cohoon.
- All writing assignments that are handwritten should be legible and written in dark blue or black ink.

Guidelines for Success

1. Follow all classroom rules and procedures.
2. You must arrange your notes and handouts in a very organized and retrievable fashion. These materials are also very helpful for college-bound honors students. Decide on a system that works for you and stick to it! You may use a binder with specific sections or separate folders for each unit. Your binders will be checked for organization at unannounced times.
3. You will need a notebook to use as a journal for daily warm-ups and nightly homework assignments. This must be a notebook that is separate from your binder because it will be collected and graded at unannounced times.
4. Be prepared every day with your required books, notebooks, journals, or handouts needed for class. When in doubt, check the syllabus or Mrs. Cohoon's website. You should not rely upon *Cliff's Notes* or *Spark Notes*.
5. All formal out of class written work should follow MLA format and be typed.
6. Late assignments will be penalized one full letter grade for each day they are late.
 - Be mindful of Dorchester County's homework and late policies.
 - Because homework is a valuable component to the course work, it is expected to be done on time. No late daily homework will be accepted.

- You must be prepared to make up tests, quizzes, or assignments on your own time. You may not complete these during class.
- I will be more than glad to help you with your assignments and deadlines during the process if you are struggling; however, I cannot help after the fact, on the due date. **It is your responsibility to be sure your computer, printer, email, and other technologies are up to date when a deadline arrives. Computer problems are not legitimate excuses for lateness. Do not leave work on my desk or slide under the door. If I am not available, give the work to one of the secretaries to place in my mailbox.**

7. If you are absent, it is your responsibility to get the work you have missed. You may pick it up before or after school or, retrieve it in your missing work folder during class. If you know you are going to be absent from class, see me in advance, and I will provide the work for you. When possible, I will email the assignments to you.

8. Expect to have reading quizzes, weekly vocabulary quizzes, unannounced writing assignments, and nightly homework assignments.

9. AP English will be challenging and include a lot of work, but I hope you find it enjoyable! The main goals of this course are to broaden your knowledge of literature and your critical thinking and writing skills.

10. Remember these keys to success:

- Faithfully keep up with your reading and daily assignments,
- Actively think about and react to the texts, and
- Consciously work on your writing skills by learning from your mistakes and successes.

***As in life, much of our success is affected by our attitudes. Come to class with a good attitude and a willingness to work for success. ***

I have read all of the information stated on Mrs. Cohoon's AP English Literature and Composition Syllabus. I understand that the guidelines and policies must be followed in order to achieve a positive classroom learning climate that will bring success to my classmates and me. By following **The Viking Way's** philosophy of being respectful, responsible, and ready, I can expect to be successful in this class. Failure to abide by classroom rules will result in the consequences as specified in this document. If I ever need extra help or have questions, it is my responsibility to ask Mrs. Cohoon at appropriate times.

Student Signature _____

Parent Signature _____

CONTACT INFORMATION

Parent/Guardian #1

Name _____

Cell phone _____

home phone _____

Work phone _____

Email _____

Parent/Guardian #2

Name _____

Cell phone _____

home phone _____

Work phone _____

Email _____