A.P. English Literature



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& Composition 7/8

 JS Morton HS District 201

 2014-15

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| **A.P. English Literature & Composition 7/8**  |
| **Anchors/Power Standards**  | **Standards (I can…)** |
| **Writing**  | 1. I can develop independent thought through critical inquiry and enhance **writing** skills through frequent, challenging assignments. Such writing will mostly be about the works we study. Writing to evaluate a literary work involves making judgments about its artistry and exploring its underlying social and cultural values through research-supported analytic, expository, and argumentative essays with an attention to developing and organizing ideas in clear, coherent language as characterized by the following:
* A wide-ranging vocabulary;
* A variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
* A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
* A balance of generalization with specific illustrative detail; and
* An effective use of rhetoric, including controlling tone, maintaining voice, and achieving emphasis through parallelism and antithesis.
1. I can create documents that meet APA and MLA formats
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| **Reading Literature** | * I can engage in the careful **reading** and critical analysis of literature representative of various genres, periods (from the 16th Century to the present), and cultures. Students should deepen their understanding of the ways writers use language to provide meaning and pleasure for readers. As you read, you will analyze works’ structure, style, and themes as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. In addition to considering works’ literary artistry, students should consider the social and historical values it reflects and embodies. In short, you will be *experiencing*, *interpreting* (analyzing), and *criticizing* literature.
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| **Reading Informational texts** | * I can create a post-secondary plan, including personal statement, application
* I can score 70% or above on the Accuplacer college placement exam
 |
| **Speaking and Listening** | * I can present information to groups and entire class
* I can participate in class discussions
 |
| **Language** | * I can develop a college-level vocabulary
* I can utilize literary devices to analyze literature
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**STANDARDS GRADING SCALE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Scale** | 1. **Advanced/Exemplary**
 | **B-Proficient** | **C-Basic** | **D-Needs Improvement** | **E-Not Passing** | **I - Incomplete** |
| **4.0-5.0** | **3.0-3.9** | **2.0-2.9** | **1.0-1.9** | **0.0-0.9** |  |

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| --- | --- | --- |
| Unit Weights | **Semester 1** | **Semester 2** |
| Writing | 40% | Writing | 40% |
| Reading Literature | 25% | Reading Literature | 25% |
| Reading Informational Texts | 5% | Reading Informational Texts | 5% |
| Speaking and Listening | 5% | Speaking and Listening | 5% |
| Language | 5% | Language | 5% |
| Exam (full practice exam, sliding scale) | 20% | Exam (Spring AP Practice Exam) | 20% |
| *Percentages will be adjusted to reflect equal weighting of any Additional units.* |

**Within each category, assignments will be graded according to the following weights:**

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment Categories | Common assessments, Writing, MC, (Summative) | 60% |  |
| Performance based Activities (Summative) | 20% |  |
| Developmental Activities (formative) | 10% |  |
| *Weights are based on 90% Summative assessment and 10% Formative assessment.* |

Student demonstrates mastery of concepts and skills through the major projects they create. Assessment is based on the department rubric (attached).

**Course Requirements** *(Necessary Evidence to determine competency and achieve credit.)*

To earn credit for the course, students must meet the following requirements:

* Students must complete the 1st semester AP practice exam or final
* Students must complete one full practice AP exam.
* Students must complete major projects (assigned at teacher discretion)
* All students must revise essays at teacher discretion.
* Students must earn passing scores on all major projects for the units according to the department rubric.
* Students must take the AP exam in May.

***Students who do not meet these requirements will receive an I (incomplete) for the semester. If requirements are not met within six weeks after the semester, the student will earn a grade of E.***

**Extra help**

Students who are not passing the course are expected to seek extra help. Further, any student who wants to improve his or her performance and grade is encouraged to ask for support, as well. If you need help with **ANYTHING**, I am usually in Room 237 by 7:00 A.M. You must get a pass from me on the day before to enter the school early. You are also welcome to come to my classroom to get help after school. Please check with me first to make sure I will be there. Also, if you are absent for any reason (LAC, suspension included), you must email me at gherman@jsmorton.org**.**

**Redo, Retake, Late Policy**

-Students are eligible and expected to re-do any projects, quizzes, written work that does not meet or exceed standards. The maximum grade earned on a redo shall be full credit. The teacher has the discretion to return any item, ungraded, that is not complete or does not demonstrate full effort. In certain cases, teachers may provide an alternative assignment for students to demonstrate mastery of the standards taught in the unit.

-If not already required by the teacher, students must request a redo within one week after receiving the graded assignment from the teacher. The teacher will communicate to the student any requirements that must be met prior to the redo (i.e. after-school tutoring, extra practice assignments, etc.), as well as the deadline for submission. Each department will determine the deadlines for re-dos, based on the nature of the assignments.

-Students will lose 10% of their grade for each day an assignment is late. Assignments will not be accepted after one week.

**Procedures and Rules**

* Students are expected to inquire about missed learning/assignments immediately upon return from an absence. When a student know he/she will be out (e.g. LAC/Suspension), he/she must see me beforehand to get work.
* Students will make up or re-take tests at the testing center, available from 8:00-8:45 on Late Start Days.
* Daily participation is expected.
* Students are expected to adhere to all school rules as described in the student handbook.
* Electronics are not allowed during class time. Wearing of headphones, playing electronic games, using cellphones, etc. during class time is not appropriate or permitted in the classroom.
* Students are expected to bring required materials to class each day.
* Students are expected to behave respectfully towards the teacher and fellow classmates at all times.

**Herman Rules**

1) Be nice.

2) Work hard.

3) Be responsible for what you do.

4) Be aware of time and space.

5) Show initiative.

6) Never be afraid to ask questions.

7) Be humble—Be the change you want to see in the world.

8) Be strong; be wrong!

9) Have fun and laugh at yourself.

10) Integrity!

**AP English: Literature and Composition Rubric:**

*Based off of the AP Scoring Guide*

**9–8 (** These essays offer a well-focused and persuasive analysis of the topic. Using apt and specific textual support, these essays fully explore the topic and demonstrate what it contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do those scored an 8.

**7–6** These essays offer a reasonable analysis of the topic. They explore the topic and demonstrate what it contributes to the meaning of the work as a whole. These essays show insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do those scored a 6.

**5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.

**4–3** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work. They may not address or develop a response to how that relationship contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.

**2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The ideas are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a 1.

**0** These essays do no more than make a reference to the task.

**—** These essays either are left blank or are completely off topic.