



Course Name	Instructor	Instructor E-mail & Availability
English 12	Sharon (Shari) Summers	sasummers@aps.k12.co.us sasummers@aurorak12.org Periods 4 and 7 After school and A lunch by appointment
Course Website	Class Meeting Times & Location:	Prerequisites
	English 12 Periods 1, 3, & 5 DAILY ROOM 733	English 11
Course Description		
Standards		
<p>Quarter 1: Common Core Standards 1.e (Oral Expression and Listening), 2.1.c, 2.1.d (Reading) , 3.2.g 3.3.a (Writing)</p> <p>Quarter 2: Common Core Standards 4, 4.2 (Research and Reasoning)</p> <p>Quarter 3: Common Core Standards 2.1.c, 2.1.d (Reading), 3.2.g, 3.3.a (Writing)</p> <p>Quarter 4: Common Core Standards 1.2.c, 1.2.d, 1.2.f, (Oral Expression and Listening) 3.2.f, (Writing) 4.1.e (Research and Reasoning)</p>		
Learning Outcomes by Quarter		
<p>Quarter 1</p> <p>By the end of this unit, students will be able to analyze how literary components, style, and content contribute to and impact meaning. In writing students will use a wide range of elaboration techniques to express a point of view or theme, and they will use style, tone, and structure to address a specific purpose and audience.</p> <p>Common Reading/Writing Performance Task: After reading multiple narrative formats, students will create their own narrative writing prompts and write a personal narrative.</p>		
<p>Quarter 2</p> <p>By the end of this unit, students will research, evaluate, synthesize, and respond to their findings of how one issue impacts many different communities and may solicit different solutions and outcomes.</p> <p>Common Reading/Writing Performance Task: Identify a local or global problem (eg.</p>		

homelessness, poverty, healthcare, etc.). Gather 8-10 sources (2 of which are not credible/valid/reliable). Identify and explain which sources are not reliable/valid/credible and why. Synthesize the remaining sources to identify the problem and propose a solution supported by evidence from the remaining sources in a written product or presentation.

Quarter 3

By the end of this unit, students will read a variety of texts and investigate the literary movements and historical and social contexts of the pieces. They will use texts to deepen their understandings of the struggles of humanity.

Students will collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's understanding. As writers, students will synthesize ideas to support a conclusion about the importance in understanding the struggles of humanity expressed in a text.

Common Reading/Writing Performance Task: Read the excerpt from Oscar Wilde's *The Importance of Being Earnest*. Write a response that identifies what the excerpt shows about the cultural/social norms of the time. Compare that to the way the piece shows a universal idea about humanity that makes it relevant today. Include support from the text for both parts of your response

Quarter 4

Students will be able to analyze how proponents of a specific perspective advocate for their position. Students will effectively synthesize information from a variety of multi-media sources (written, interview, documentary, etc) in order to formulate an original position.

Common Reading/Writing Performance Task: Students will select a complex issue in the national/international discourse and analyze the arguments of the current debate on the issue. The student will write a clear, organized response that integrates multiple sources and draws a conclusion based on synthesizing information and providing examples from research to support the thesis.

(Supports may include, but are not limited to: news interviews, editorials, articles, political debates, documentaries, etc...)

Required Supplies

2 single subject notebooks (used in this class only), pencil/pen (blue or black) EVERYDAY in class, green or red pen, 2 pocket homework folder, Gmail access. A flashdrive would be extremely helpful.

Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter	Explanation
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	Grade	
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective.

This includes field trips, school activities, suspensions, group sessions, trancies, and the like.

Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines.

The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc.

Aurora Central High School is not responsible for lost, stolen or damaged electronic devices. This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Policies

Follow the 5 Ps: Be PROMPT, Be POLITE, Be PATIENT, Be PREPARED, Be PRODUCTIVE
No cellphones on in class (must be out of sight), No eating in class, No drinking in class (except water)

Tear off and return THIS PAGE only to Mrs. Summers, English 12 teacher.

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I promise not to plagiarize another’s work, whether a classmate, or an electronic or media resource. I understand that cheating or plagiarizing will bring a severe consequence. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____

Shari Summers
Advanced Placement
ENGLISH LITERATURE AND COMPOSITION

Course Syllabus 2016-17

Welcome to AP Literature. I am thrilled to be teaching this college level class, and I hope you will share my enthusiasm for reading and writing as you prepare for the AP exam and college. It won't be an easy class, but it will be an interesting one as we explore many genres of literature. This class will be conducted in a reader and writer workshop format, and there will be homework assigned on a very regular basis. Since this is a college level class, the rigor may be more than you have encountered in the past. But since I incorporate a wide variety of teaching and learning scenarios into my classes, I think you will enjoy this year.

Course Description:

The college-level course is based on the most recent AP English Course Description: The course includes British and American writers, as well as works written in several genres beginning with Sophocles to contemporary times.

Students write many interpretations of pieces of literature that are based on a careful observation of textual details considering the work's structure, style, and themes; the social and historical values it reflects and embodies. The interpretations include such elements as the use of figurative language, imagery, symbolism, and tone.

Students write and rewrite formal, extended analyses and timed in-class responses in all of the following modes: writing to understand, writing to explain, and writing to evaluate. The AP teacher provides instruction and feedback on students' writing assignments, both before and after student revision.

In addition to rigorous reading selections, we will be writing on a consistent basis. Writing assignments will include informal responses to reading, analytical essays, persuasive essays, and research-based essays, as well as writing various creative journal entries. Depending on the needs of the class, we will be looking at some advanced style and fluency techniques to improve the quality and level of writing. Finally, we will do extensive vocabulary study and literary terms memorization in preparation for the AP exam.

In this course, we will not merely focus on comprehension, themes, and universal connections of texts but also focus on the author's craft. As students read and identify various authors' styles, the hope is that they will experiment with their own writing styles and find their voices as writers and speakers.

Attendance and Tardies:

This is a college-level course. It is not a correspondence course. You are expected to be here daily. YOU CANNOT KEEP UP with the work in a class like this if you are absent even occasionally.

If you miss a class, the make up work is DUE to me the day after you return. Check your calendars and Google for missed work. If the class takes a test, or has an essay due, and the student misses class, it is due the DAY OF RETURN to school. This is standard college expectation. Work that is turned in late will receive a lower grade. Please see me immediately if extraordinary circumstances exist.

Each student is recommended to have two to three “study buddies” in the class. These are people one can contact for discussion over missed work, as well as people to study with prior to tests and quizzes.

I will adhere to the ACHS Student Handbook requirements for tardiness to class.

Materials Needed For This Class:

Notebooks: A 3-ring binder with loose-leaf paper and dividers (1. Vocabulary Journal; 2. Notes; 3. Thought Pieces; 4. Prospectus Paragraphs; 5. Response Journal; 6. Handouts
Pens (blue and black only please) 10
Access to a computer with internet connection, somewhere (home, school, public library)
Access to a printer somewhere
Homework folder (for assignments to be finished/completed)
A portfolio binder (to store graded papers/ drafts)
Flash drive (preferred) or rewriteable CD for saving and transferring work

Course fees-None, but we may have occasional fees for excursions/field trips.

Work Habits/Course Expectations:

Students will prepare to take the AP Literature and Composition exam. Cost is \$84.00.

All reading selections, writing, presentations, and projects are due AT THE BEGINNING OF CLASS on the date announced. You must take care of printing out and organizing essays before the class starts.

All assignments must be turned in typed with 12 point, Times New Roman font, one-inch margins, double-spaced, and with a heading. If appropriate, I will announce the exceptions.

Students will be required to keep a response log and vocabulary journal. The response log will be turned in weekly. It will contain a review of all of the books/plays read during high school (to help with AP exam review in the spring), and it will be used to respond to current reading. The vocabulary journal will be kept in your class notebook. It will consist of both student-selected and teacher-selected words. I will monitor this journal periodically, and there will be quizzes.

Writer’s Workshop Study Sessions: Students are asked to attend at least two study sessions a quarter. Topics may include personalized tutoring, extra support, studying the content, and/or test practice and review. These sessions will generally be after school; however, I am more than willing to arrange another time if possible to meet your needs. Additional full-test practice sessions will occur once a semester on Saturday mornings. Dates will be announced.

Please use my website for information, or text me if you have an urgent question or concern (303-210-0942).

Concepts and Skills/Essential Questions

1st Quarter – Building Foundations, Recognizing Patterns

How do readers comprehend text literally and access deeper levels of meaning?

How does the reader's background knowledge inform the reading of a text?

How do writers use "old" stories (myths, fairytales, and Biblical tales) to craft "new" ones? (Allusion!)

How do readers and writers talk with each other about their reading and writing?

Proposed books to be read as a class: *How to Read Literature Like a Professor* (Foster), *Frankenstein* (Shelley), *Bless Me, Ultima* (Anaya), selected short stories and poems.

2nd Quarter: Remaining true to yourself while being part of a community

How do readers comprehend text literally and access deeper levels of meaning?

How is our reading and writing helping us to understand ourselves and connect to the world around us?

How do writers make choices for their writing? How

do readers and writers create community?

Proposed books to be read as a class: *Their Eyes Were Watching God* (Hurston), *Othello* (Shakespeare), selected short stories and poems

3rd Quarter: What makes a tragedy more than just a sad story?

How do readers comprehend text literally and access deeper levels of meaning?

How do Greek tragedies differ from Shakespearean ones? How are they the same?

How does the discussion of plays (literary terms, narrative choices, etc.) differ from the discussion of novels?

Proposed books to be read as a class: *Oedipus the King* (Sophocles), *Heart of Darkness* (Conrad), *The Poisonwood Bible* (Kingsolver), selected short stories and poems.

4th Quarter: Playing with Words

How do readers comprehend text literally and access deeper levels of meaning?

Can I explain the defining features of poetry as a genre?

How do poets employ poetic techniques to create, support, and enhance meaning in poetry?

Can I identify the different denotations and connotations in poems and evaluate their influence on meaning?

Can I articulate the structure of various fixed poetical forms and the impact of their usage?

What is the purpose of satire, and how is it achieved?

Proposed books to be read as a class: *Jane Eyre* (Bronte), *Wide Sargasso Sea* (Rhys), "Hamlet" (Shakespeare) selected poems.

Grading guide:

This is a standards-based (4 point) grading class. (See Appendix 1 for College Board Standards for Success) The guide below is very generalized. Students will be given a rubric in advance of any major assignments/summative assessments.

Standards-based guideline: (See ACHS Student Handbook for clarifications.)

Progress indicator: used in teacher grade book for individual assignments/assessments.	Conversion of grade book body of evidence to letter grades.	Used for grade reports and transcripts.
4	In a variety of assessments, the student consistently and independently demonstrates proficiency in grade level concepts and skills and demonstrates advanced application/analysis when the opportunity exists.	A
3	In a variety of assessments, the student achieves proficiency in grade level concepts and skills with minimal	B

2	With teacher or peer support, the student is able to demonstrate proficiency in grade level concepts and skills. Or, in a variety of assessments, the student inconsistently demonstrates proficiency.	C
1	The student demonstrates limited understanding and application of grade level skills and content but is making progress toward proficiency.	D
NE (No Evidence)	The student has shown insufficient evidence to gauge progress.	F

Capital letters: summative or “major” assignments/assessments

Lower Case: formative or practice assignments/assessments

(+)= denotes upper range within progress indicators

(-)= denotes lower range within progress indicators

Plagiarism:

Using any words that are not one’s own is considered plagiarism. Students will enter into a contract with the teacher not to plagiarize. Breaking the contract will bring down the full consequences of the action, including (but not limited to) failing the assignment, failing a unit, failing a quarter, failing a semester, notification of parents, or even receiving a suspension from school. Refer to the school’s student handbook.

Course Outline:

Reading:

Every story and novel we read as a class will include discussions which connect to the Advanced Placement recommended literary works that we will cover in class and out of class. Group and class discussions will provide personal, textual, historical, and social connections to the works read, as well as others appropriate to the text. Students will be assigned nightly reading assignments and, often, short reading responses to accompany the reading. These responses are the basis for our group and class discussions the following day. Therefore, it is EXTREMELY IMPORTANT that you complete these assignments.

In addition to in-class reading, students will participate in one Novel Project during second semester which will require reading 4 books outside of class. This will be done in small groups.

These groups will read the following texts: *Wuthering Heights*, *Catch 22*, *Invisible Man*, and *Tess of the D’Urbervilles*, which have been selected to provide a challenge and prepare students for the AP exam.. This requirement is for students to apply in-class discussion, reading, and writing strategies and to expose them to a wide variety of authors.

Students should expect to become an expert and teach one of these books to the class. Teaching others is a good way to learn material, and clarify one's own thinking.

Writing:

Analytical essays: Students will write 3 Thought Pieces, 2 Prospectus Paragraphs and 1 summative (graded) essay of 5-7 pages each quarter, which will be a literary analysis of a book read in class. Each essay will include textual support from their novel and from a research-based, literary critic. While students may choose a topic for each paper, these topics are carefully crafted in the AP model. Choices include an analysis of literary techniques and their relation to the work as a whole, historical/societal influences on the novel and their significance, a novel's reflection of major philosophies such as existentialism or absurdism and their significance, a comparison of the novel to a poem, short story, or another novel, or a persuasive analysis of an author's social values. All must include interpretation of the work. As the year progresses, we will be looking at writing through various lenses. In addition, students will complete, and analyze several timed writings to prepare for the AP exam.

All final papers must be handed in with all components of the writing process (prospectus, outlines, rough drafts, first/second drafts, etc.). I will never grade a final paper without these pieces. I will also provide due dates for essay prospectuses, and rough drafts, so that students have an opportunity to ask questions and receive feedback prior to working on the final draft.

After students themselves and their peers revise a paper, students will hand in all the pieces to me. I will read and give feedback in a timely manner as to the strengths and needs of the paper. Based on student needs, I will conduct individual or small group mini-lessons on sentence structures, organization, elements of composition, using textual support, transitions, word choice, and sophistication in style and voice. Much of the time, students will identify a particular writing goal for each piece. After receiving feedback accordingly, students will then have up to a week to revise the paper again and resubmit. Additionally, for each paper students write, both the students and I will record their scores, strengths, and goals on a log sheet. Each quarter, students will analyze patterns in their writing and write a reflection of their strengths as writers, as well as their goals for the next quarter.

Progression of timed essay writing: At the beginning of the year, we focus on model AP essays, characteristics of sophisticated writing, and analysis of the AP rubric. Prompts relate directly to our current text following the model of the open-ended prompts. By the start of the second quarter, we are moving toward an emphasis on cold reads. While students continue to write for the open-ended prompts based on our current text, we now add in selections that are unrelated to our current readings. Emphasis increases around the use of reading comprehension strategies and sophistication in composition. The third and fourth quarters emphasize time management as well as this increased sophistication. Every two to three weeks we will have timed essays based on AP prompts that circulate evenly through prose, poetry, and open-ended prompts. All essays will receive either teacher and/or peer feedback and revise according to the above process.

Schedule of Daily Assignments:

Each month students will receive an overview of daily assignments and this will also be posted on our class website.

Works Covered in Class:

A list of titles read as an entire class and for individual reading will be maintained on the class website. These texts have all been recommended by the College Board for AP.

Multiple Choice:

Practice will occur every two to three weeks throughout the year, sometimes in class and sometimes for homework, and sometimes timed and sometimes not, depending on our skill needs. Students are graded on their individual improvement and positive progress. We (Students and Teacher) do keep a spreadsheet of student percentages for each test and we track the growth throughout the year.

AP Writing Rubric Grading Scale:

Rubric Score	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
9	100	100	100	100
8	100	95	95	93
7	96	93	91	90
6	93	90	88	85
5	85	81	77	75
4	77	75	65	60
3	76	70	65	55
2	68	60	55	50
1	50	45	40	35

Final Remarks:

By now you may feel overwhelmed by the amount of work that is required for you to succeed in this course. Please remember that we have several months to accomplish everything, and I am here to help you every step of the way. I want you to succeed! My expectations are high, but my door is always open. I am available periods 4 and 7 most days, and after school by request. Even outside of school hours, you can contact me by e-mail (sasummers@aurorak12.com) or cell phone (# above) with any questions or concerns. This will be a demanding year, but if we all work hard, it will be a rewarding one, too! Always remember that my only goal is to help you reach YOUR goals.

Return this page by: *August 11, 2016*

Advanced Placement English Literature: **You will not receive any grades until this is returned.**

STUDENT FILLS OUT:

I have read these course and classroom guidelines. I will also adhere to the plagiarism policy within these guidelines.

Student Name (print): _____

Student Signature: _____ Date: _____

Email address: _____ Cell Phone # (not required) _____

PARENT FILLS OUT:

I have read these course and classroom guidelines. I also understand the plagiarism policy of the class and school.

Parent/Guardian signature _____

The best way to reach me by phone is: _____

By e-mail: _____

Appendix 1

Following is an outline of the standards and objectives that make up the **English Language Arts College Board Standards for College Success™**.

Standards Outline

It is the goal of this class to attempt to strengthen and support all of the following standards and objectives. However, the highlighted ones emphasize the ones most crucial to student achievement in AP Literature and Composition.

Reading Standards

STANDARD 1

Comprehension of Words, Sentences, and Components of Texts

Objectives

R1.1 Student comprehends the meaning of words and sentences.

R1.2 Student comprehends elements of literary texts.

R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.

STANDARD 2

Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts

Objectives

R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts.

R2.2 Student uses context to comprehend and elaborate the meaning of texts.

R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

STANDARD 3

Author's Purpose, Audience, and Craft

Objectives

R3.1 Student rhetorically analyzes author's purpose, intended audience, and goals. R3.2 Student interprets, analyzes, and critiques author's use of literary and rhetorical devices, language, and style.

STANDARD 4

Using Strategies to Comprehend Texts

Objectives

R4.1 Student uses strategies to prepare to read.

R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.

R4.3 Student uses strategies to go beyond the text.

R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process.

Writing Standards

STANDARD 1

Rhetorical Analysis and Planning

Objective

W1.1 Student analyzes components of purpose, goals, audience, and genre.

STANDARD 2

Generating Content

Objectives

W2.1 Student takes inventory of what he or she knows and needs to know. W2.2 Student generates, selects, connects, and organizes information and ideas.

STANDARD 3

Drafting

Objectives

W3.1 Student generates text to develop points within the preliminary organizational structure.

W3.2 Student makes stylistic choices with language to achieve intended effects.

STANDARD 4

Evaluating and Revising Texts

Objectives

W4.1 Student evaluates drafted text for development, organization, and focus.

W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices.

STANDARD 5

Editing to Present Technically Sound Texts

Objectives

W5.1 Student edits for conventions of standard written English and usage.

W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.

W5.3 Student edits for accuracy of citation and proper use of publishing guidelines.

W5.4 Student prepares text for presentation/publication.

Speaking Standards

STANDARD 1

Understanding the Communication Process

Objective

S1.1 Student understands the transactional nature of the communication process.

STANDARD 2

Speaking in Interpersonal Contexts

Objectives

S2.1 Student communicates in one-to-one contexts.

S2.2 Student plans for and participates in group discussion.

STANDARD 3

Preparing and Delivering Presentations

Objectives

S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance.

S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance.

S3.3 Student rehearses and revises.

S3.4 Student presents, monitors audience engagement, and adapts delivery.

Listening Standards

STANDARD 1

Understanding the Communication Process

Objective

L1.1 Student understands the transactional nature of the communication process.

STANDARD 2

Managing Barriers to Listening

Objective

L2.1 Student manages barriers to listening.

STANDARD 3

Listening for Diverse Purposes

Objectives

L3.1 Student listens to comprehend.

L3.2 Student listens to evaluate.

L3.3 Student listens empathically.

Media Literacy Standards

STANDARD 1

Understanding the Nature of Media

Objective

M1.1 Student understands the nature of media communication.

STANDARD 2

Understanding, Interpreting, Analyzing, and Evaluating Media Communication

Objective

M2.1 Student understands, interprets, analyzes, and evaluates media communication.

STANDARD 3

Composing and Producing Media Communication

Objectives

M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication.

M3.2 Student develops and produces an informational or creative media communication.

M3.3 Student evaluates and revises a media communication.

Standards