



Advanced Placement Language Arts IV-Literature & Composition Syllabus CHS Language Arts Department

Contact Information: Parents may contact me by phone, e-mail, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high-quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Advanced Placement Language Arts IV - 144 (year)

Literature and Composition

State Course # 059930

Prerequisite: Students must have a B in the previous honors course or a 3.49 or better GPA, complete an application, have been enrolled in Advanced Honors Language Arts classes for the past two years, and have last year's Language Arts Teacher's recommendation. If students do not meet criteria, they must have a letter from parent/guardian and principal's approval to enroll. Summer reading of three to five literary selections is required.

Required Option

Grade: 12

Weighted Grade

Credit: 1

Advanced Placement Literature and Composition is designed for students who desire to have the skills to write effectively in their college courses as well as in their personal and professional lives. The course requires students to read widely and write many different kinds of essays. Rhetoric, analytical writing, and literature study are the three main course components. The course is fast-paced and demanding. As part of the course, students will be required to complete a college and career readiness activity, including but not limited to job shadowing or a college visit.

*Required Readings are part of the 9-12 curriculum. Parents may request an alternative book for a specific required reading by writing a letter to the Language Arts teacher. However, the AP curriculum guides the types of literature that students should read to perform well on the college test.

Students are required to take and pay for the AP exam. If the student fails to take the exam, the AP fee, which is inclusive of the cost of the AP exam, will not be reimbursed, and a 4.5 point grading scale will be applied to the course. The course is designed to prepare students to perform well on the examination. A student who earns a 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

*** Summer Assignment Submission Guidelines and Late Work Policy**

For some courses, students will be supplied with a list of required summer assignments prior to the conclusion of the previous academic year. All summer assignments must be submitted electronically to a digital platform designated by the teacher of each course. No hard copies will be accepted.

Summer assignments must be completed by the due dates specified. Due to the fact that summer activities are assigned in May, PRIOR to school starting in the fall, there will be no due date extensions.

AGAIN, PLEASE NOTE THAT SUMMER ASSIGNMENTS ARE NOT SUBJECT TO BOARD POLICY FOR LATE WORK BECAUSE OF THE NATURE OF THE WORK - STUDENTS ARE ALREADY ALLOWED EXTRA TIME TO COMPLETE EACH ASSIGNMENT, SO THERE WILL BE NO EXTENSIONS OR GRADE CHANGES GRANTED IF THESE ASSIGNMENTS ARE SUBMITTED AFTER THE DUE DATE UNLESS EXTENUATING CIRCUMSTANCES EXIST. FURTHER, FAILING TO SUBMIT WORK FOR COURSES IN WHICH SUMMER ASSIGNMENTS ARE REQUIRED WILL SUBJECT STUDENTS TO REMOVAL FROM THE COURSE AT THE DISCRETION OF THE TEACHER, GUIDANCE STAFF, AND ADMINISTRATION.

***Pre-Course Assignments:** (to be completed during summer)

- Actively read *A Doll's House* and complete journal/response materials by June 25, 2019*
- Actively read *Black Boy* and complete reader response materials by July 23, 2019*
- Complete two short analysis responses based on the prompts provided by July 30, 2019*

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st Quarter**

- **Unit I: I can compose a narrative essay for a particular audience and purpose.**

- **Big Idea #1: Planning a personal essay**

- *Essential Question #1: What different forms may a personal essay take?*
 - *Essential Question #2: What are some various purposes of narrative essays?*

- *Essential Question #3: How does a writer's audience and purpose shape the task?*
 - **Big Idea #2: Drafting the essay**
 - *Essential Question #1: What personal information best suits my college application essay? (What is its focus/thematic goal?)*
 - *Essential Question #2: What supporting details will best achieve the intended effect?*
 - *Essential Question #3: How can I use a personalized voice and still maintain an appropriate tone?*
 - **Big Idea #3: Polishing the work**
 - *Essential Question #1: What is the correct use of first-person perspective in personal writing?*
 - *Essential Question #2: How can a writer skillfully express ideas in writing?*
 - *Essential Question #3: What are some common grammatical and mechanical errors to check for when proofreading the final draft?*
- **Unit II: I can recognize the elements of literary genres and use this knowledge to read closely and write analytically.**
 - **Big Idea #1: Examining genre**
 - *Essential Question #1: What does the term genre mean, and what are the different genres of literature?*
 - *Essential Question #2: What distinctive literary elements do writers use within the various genres?*
 - *Essential Question #3: What common elements do writers employ across genres?*
 - **Big Idea #2: Close reading of literature**
 - *Essential Question #1: What is close reading?*
 - *Essential Question #2: How can a reader apply close reading strategies to analyze a work of literature?*
 - *Essential Question #3: What skills must readers employ to successfully write about their reading for the AP Examination?*
 - **Big Idea #3: Distinguishing characteristics of genre**
 - *Essential Question #1: What is the structure of fiction?*
 - *Essential Question #2: What are some genre-specific characteristics of poetry?*
 - *Essential Question #3: What is the structure of drama?*
- **2nd Quarter**
 - **Unit III: I can recognize the elements of classical tragedy and apply that knowledge to analyze Shakespearean and modern dramatic works.**
 - **Big Idea #1: Defining tragedy**
 - *Essential Question #1: What is the history of tragedy, and how was it first defined?*
 - *Essential Question #2: What does the modern tragedy have in common with the classical type?*

- *Essential Question #3: How does modern tragedy differ from the classical type?*
 - **Big Idea #2: Understanding the Shakespearean tragedy**
 - *Essential Question #1: What script structure did Shakespeare use, and how does it impact the action?*
 - *Essential Question #2: What does the audience learn about the characters and theme from the play's dialogue?*
 - *Essential Question #3: What dramatic conventions are used, and what do they add to the audience's understanding?*
 - **Big Idea #3: Understanding the modern tragedy**
 - *Essential Question #1: What script structure did the playwright use, and how does it impact the action?*
 - *Essential Question #2: What nonverbal aspects of the play contribute to characterization and theme?*
 - *Essential Question #3: How can we apply the idea of "order disturbed and order restored" to each of the unit selections?*
- **Unit IV: I can compose a literary analysis essay in response to close reading of a text.**
 - **Big Idea #1: Evaluating plot elements**
 - *Essential Question #1: What is the central conflict?*
 - *Essential Question #2: How does the author's presentation of conflicts impact the plot outcome?*
 - *Essential Question #3: What is the conflict's impact upon reader doubt, tension, and interest?*
 - **Big Idea #2: Evaluating text structure**
 - *Essential Question #1: What structural importance do formal divisions such as spaces, numbers or sections serve in denoting the work's structure?*
 - *Essential Question #2: What variations in chronological order appear in the story, and what is their purpose or effect?*
 - *Essential Question #3: What is the placement of an important action or major section of the work, and how does it relate to other parts within the work?*
 - **Big Idea #3: Synthesizing relationships of elements**
 - *Essential Question #1: Is the climax an action, a realization, or a decision, and what is the effect of the author's choice in this regard?*
 - *Essential Question #2: What is the effect of the story's climax in relation to your understanding of the characters involved in it?*
 - *Essential Question #3: What does the structural arrangement of the story add to your understanding of its characters, theme, and social context?*

- **MID-TERM EXAM**

- **3rd Quarter**

- **Unit V: I can recognize and evaluate elements of argument and satire.**

- **Big Idea #1: The basis of argument**

- *Essential Question #1: What are some purposes of argumentative writing?*
 - *Essential Question #2: What are some specific rhetorical strategies employed in argument essays?*
 - *Essential Question #3: How does a writer use rhetoric to achieve a purpose?*

- **Big Idea #2: Recognizing satire**

- *Essential Question #1: What is satire, and what is its purpose?*
 - *Essential Question #2: What are some literary and rhetorical devices commonly used in satirical works?*
 - *Essential Question #3: How does a reader discern the author's intent to satirize and recognize its effect?*

- **Big Idea #3: Point of view and tone**

- *Essential Question #1: How does the author's choice of point of view shape the impact of the work?*
 - *Essential Question #2: What clues can a reader use to determine the tone and intent of the persuasive work?*
 - *Essential Question #3: What does the use of irony and other rhetorical strategies contribute to a work's persuasive effect?*

- **Unit VI: I can recognize and apply various critical approaches to literature.**

- **Big Idea #1: Exploring Literary Criticism**

- *Essential Question #1: What IS literary criticism?*
 - *Essential Question #2: What are the appropriate norms and content of literary discussion?*
 - *Essential Question #3: What are some lenses (perspectives) through which scholars examine works of literature?*

- **Big Idea #2: Aspects of text**

- *Essential Question #1: How do writers employ and develop archetypes?*
 - *Essential Question #2: How do writers employ and develop symbols and motifs?*
 - *Essential Question #3: How are archetypes, symbols, and motifs used to convey meaning?*

- **Big Idea #3: Applying literary criticism**

- *Essential Question #1: What are the critics' principal claims regarding the work under review?*
 - *Essential Question #2: What critical approach(es) did the critic use to evaluate the selection?*
 - *Essential Question #3: How does an individual reader's knowledge and experience shape the reading and interpretation of a text?*

- **4th Quarter**

- **Unit VII: I can use knowledge of text structure and close reading skills to analyze poetry from a wide variety of eras and styles.**
 - **Big Idea #1: Poetic structures**
 - *Essential Question #1: What are some prominent formal types of poems?*
 - *Essential Question #2: How can readers recognize poetic form?*
 - *Essential Question #3: How can a reader's attention to structure and poetic conventions enhance overall understanding of a work?*
 - **Big Idea #2: A poem's sound**
 - *Essential Question #1: What sound effects are commonly employed by poets?*
 - *Essential Question #2: How does the syntax of a poem contribute to its meaning?*
 - *Essential Question #3: What do sound devices contribute to the poem's overall impact on the reader?*
 - **Big Idea #3: A poem's meaning**
 - *Essential Question #1: What role do figurative language and imagery play in revealing meaning?*
 - *Essential Question #2: How does the genre and the specific poetic form employed suit the author's purpose?*
 - *Essential Question #3: How might close reading of text reveal authorial prejudice or provoke readers to assess their own experiences and biases?*
- **Unit VIII: I can synthesize my learning and apply it to construct a creative-writing based presentation.**
 - **Big Idea #1: Make a plan**
 - *Essential Question #1: What two stories are you including?*
 - *Essential Question #2: What type(s) of poems are you composing?*
 - *Essential Question #3: What is your "common bond" piece?*
 - **Big Idea #2: Complete the background work**
 - *Essential Question #1: What is notable about story #1?*
 - *Essential Question #2: What is notable about story #2?*
 - *Essential Question #3: What will your poems do to illustrate and connect your featured elements?*
 - **Big Idea #3: Prepare the presentation**
 - *Essential Question #1: What IMAGERY will you incorporate in your presentation?*
 - *Essential Question #2: What medium will you use for your presentation?*
 - *Essential Question #3: What is your project's MESSAGE?*

END OF COURSE EXAM (Required only if a student is failing the course)

Course Materials:

- Google Chromebook

- A binder or two-pocket folder in which to keep handouts, writing in progress, class notes, class work, and homework
- Small post-it notes (3x3 is best) for annotation of school-owned texts
- Paper, black or blue pen, and pencil at all times
- School e-mail, Google Classroom and Progress Book logins to access online work

Textbook: *The Compact Bedford Introduction to Literature: Reading-Speaking-Writing*, 7th edition.

Michael Meyer, ed. Bedford/St. Martin's Press, 2006.

Preliminary list of Supplemental Textbook(s):

- *Collections-12*, published by Houghton-Mifflin (electronic-access text)
- *A Doll's House*, Ibsen
- *Black Boy*, Wright
- *King Lear*, Shakespeare
- Modern drama-*Death of a Salesman*, Miller; *A Streetcar Named Desire*, Williams; *Trifles*, Glaspell
- Short fiction, poetry and essays-as selected
- Novels-potential selections include: *Silas Marner*, Eliot; *A Tale of Two Cities*, Dickens; *The Chosen*, Potok; *One Flew Over the Cuckoo's Nest*, Kesey; *Brave New World*, Huxley; *Fahrenheit 451*, Bradbury; *The Catcher in the Rye*, Salinger; *The Adventures of Huckleberry Finn*, Twain; *The Great Gatsby*, Fitzgerald; *Jane Eyre*, Bronte; *Candide*, Voltaire; *The Autobiography of Malcolm X*, Malcolm X with Alex Haley; *Lord of the Flies*, Golding

Course Expectations: Students will have frequent opportunities to

1. Carefully read and critically analyze imaginative literature.
2. Understand the way writers use language to provide meaning and pleasure.
3. 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.
4. Study representative works from various genres and periods (from the sixteenth to the twentieth century) but to know a few works extremely well.
5. Understand a work's complexity, absorb richness of meaning, and analyze how meaning is embodied in literary form.
6. Consider the social and historical values a work reflects and embodies.
7. Write focusing on critical analysis of literature through expository, analytical, and argumentative essays as well as creative writing to elicit understanding of writers' accomplishments and deepen appreciation of literary artistry.
8. Become aware of—through speaking, listening, reading, and chiefly, writing—the resources of language: connotation, metaphor, irony, syntax, and tone.

Performance Tasks:

- Timed essays based on past AP prompts
- Essay questions as required of college-level writers
- Reading/responding to/analyzing novels, drama, fiction, nonfiction, and poetry, including ONE INDEPENDENT READING SELECTION PER MONTH
- Imaginative writing including poetry, imitative structures, and others

- Personal essay
- Literary analysis papers—expository and persuasive
- Graphic organizers, double-entry journals, paragraph responses, questions

Writing Expectations:

As this is a literature and composition course, you will be expected to use every assignment that involves writing to practice your best composition skills.

Composition assignments will include: statements, paragraphs, timed writes (essay tests), and formal essays (personal, expository, and argumentative).

No matter the kind of writing assigned, your best composition skills should be practiced. We will work with various composition constructions, Standard Written English, sentence variety, and word choice.

When an assignment calls for a “paragraph,” please check your work against the paragraph criteria below: **Stand-Alone Paragraph Evaluation Criteria**

1. Use these criteria to evaluate paragraphs that are not part of a longer piece.

-The first, second, or last sentence contains the main idea and key words from the question or assigned topic. (The first sentence is usually preferable).

- Paragraph contains one to three explanatory sentences.

-Paragraph contains two to four sentences with specific, interesting and appropriate details.

-Paragraph ends with a closing sentence that refers to the main idea without repeating it.

-Paragraph contains no run-ons or sentence fragments.

-Paragraph is free of errors in agreement: A. Subject/verb—singular or plural B. Pronoun selection

correct— singular or plural C. Pronoun selection correct—subject or object

-Readability: free of punctuation and spelling errors; LEGIBLE handwriting.

The following rubric may be employed for assessing paragraph responses:

25-Clear thesis that addresses the prompt

20-Clear focus on specific aspects of the selection as it relates to the task

20-Relevant, insightful analysis supported with textual references

20-Essay exhibits logical organization, stays on task, and has NO PLOT

SUMMARY!

15-Correct grammar, mechanics, and in-text citations

2. Many times you will be asked for your opinion or idea about an aspect of a work of literature. Your written response may be scored. Please use complete sentences with clear support for your ideas.

3. All assignments for formal papers will include a specific grading rubric. We will go over the rubrics prior to submitting papers and review expectations for the particular composition or paper. Please consult each rubric carefully before submitting your work. Chapters from the textbook, *The Compact Bedford Introduction to Literature: Reading-Speaking-Writing* (7th edition. New York: Bedford/St. Martin’s, 2006) will supplement composition instruction. ***You will be expected to revise larger papers and literary analyses after you receive feedback on your initial drafts.***

4. Timed writes (essay tests) will present a scoring guide as feedback. These will be

scoring guides used by the AP English Literature and Composition Exam for that specific question.

5. Grammar and usage: as a senior in an AP English Literature and Composition course, you should have a good command of Standard Written English. There will be mini-lessons throughout the course dealing with complex grammar and usage issues, sentence constructions, and diction. Occasionally, you may need some additional help with this. There are many good online guides to grammar. The link below is one such guide. Please consult this guide or a grammar handbook for grammar problems.

<http://grammar.ccc.commnet.edu/grammar/index.htm>

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut-off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance-Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance-Based. According to the Ohio Department of Education, "Performance-Based Assessments (PBA) provide authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance-based assessments will

provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning.” Some examples of Performance-Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

**CHS Advanced Placement Language Arts IV, Literature and Composition
Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:

****Return to Mrs. Baird**

**Advanced Placement English Literature Performance Contract
(2019 - 2020)**

The Success of our AP English Literature and Composition Course depends on all of us meeting our responsibilities. This requires a partnership including student, teacher, and parent. Please read and sign this Performance Contract, then return it to Mrs. Baird in room 235 by **Friday August 23, 2019**.

As a student enrolled in AP English Literature and Composition, I agree to:

- Complete all reading and writing assignments on the due date even if I am absent from school.
- Hard copies of assignments will be submitted, not **digital documents** or via **e-mail unless specified by instructor**.
- In-Class essays will be legibly written in **BLUE/BLACK INK** only and long-range essay assignments will be typed.
- Attend class punctually and regularly.
- Missed assignments, make up work, or tutoring will be addressed only during a scheduled after-school tutoring session.
- Commit to staying focused in class for both fall and spring semesters.
- Approach material in class intellectually engaged and seeking better understanding.
- Fully participate in class discussions as both an active listener and speaker.
- Respect a variety of points of view in interpreting literature.
- Strive to continually improve my skills in reading demanding literature and analyzing literature in both timed and out-of-class essays.
- Complete digitally assigned multiple choice practices with full effort and in a timely fashion.
- Attend tutoring sessions if performance falls below acceptable standards.
- Take the AP Literature and Composition Exam in May 2019.
- Recognize that not meeting course requirements may result in loss of both AP and regular English credit for this class.

Student Signature: _____

Date: _____

As a parent with a student enrolled in AP English, I agree to:

- Recognize that my son/daughter has elected to take a **college level** course offered at Chillicothe High School that will require more commitment than other courses.
- Understand that the reading selections are college level material and deal with adult themes and material.
- Support my son/daughter in completing course work on time, that is typed and in hard copy form.
- Encourage my son/daughter to attend class punctually and regularly.
- Place an emphasis on 'academics' and encourage my child to take advantage of after-school tutoring sessions in order to address missed work or receive extra help.
- Understand that one missed class equals three or more missed classes in a regular high school course and that a simple handout cannot equal the AP classroom instruction, discussion, and dynamics.
- Recognize that much of our of class work required in the course is reading. A novel of literary merit is required each month and in some months, a play as well.
- Contact Mrs. Baird when I need additional information concerning the performance of my son/daughter.

Parent Signature: _____

Date: _____

As the AP English instructor, I agree to:

- Provide a curriculum that is rich in challenging literature selected from a wide range of periods and authors.
- Provide a variety of writing assignments that will prepare students for the type of writing expected at major universities.
- Evaluate student writing with specific scoring rubrics and provide opportunities for individual conferencing during tutoring sessions.
- Assist students with college and scholarship essays.
- Provide Letters of Recommendation if given **a 3-day notice**.
- Conduct class discussions that require students to engage higher-level thinking skills, rather than recall only.
- Treat students fairly and compassionately in dignifying diverse responses.
- Take AP students to the next level of academic literary analysis and composition.

Instructor Signature: _____

Date: _____