

Ms. Healy * AP English Literature & Composition * Syllabus * 2023-24

Voice mail: 787-1088 X 1240 * Email: mhealy@jsusd.org * Blackboard: www.jsusd.org/Subsite003

Office Hours: Daily Before & After School (EXCEPT Wednesdays & Fridays), Lunch, OR by app't.

Philosophy

English is primarily the study of **communication**. Enhancing communication skills is vital for both academic and post-graduate/career success. In this course we will apply those skills in the four areas of English: Reading, Writing, Listening, and Speaking with the ultimate goal in mind to meet the JSHS Vision Statement: Statement: "The John Swett Unified School District is a welcoming and diverse learning community committed to engaging and empowering students of all backgrounds, closing opportunity gaps and building successful students." I intend to prepare students for both the Advanced Placement English Literature and Composition test and college to the best of my ability. **{Please note: the 2023 AP English Literature & Composition Exam is paper & pencil scheduled for Wednesday, May 8, at 8:00 AM location TBA * Sign ups will be via AP Classroom in late October or early November.}**

Course Description

"English 4 AP (Literature and Composition) is a course designed to improve your skills and to prepare you for freshman college English at the University of California, the California State University or other four or two year schools. It fulfills the 'B' requirement of the University of California and earns an additional grade point for a grade of 'C' or better at many four-year schools. After taking this class, you may expect to be familiar with some of the major works and writers in English literature. In addition, you should acquire some of the skills necessary to think and to write more critically about your reading. Through the study of literature you will learn to become a more respectful, ethical, and intellectually disciplined. As a result, you are expected to take the AP examination in English Literature & Composition in May. A score of 3, 4, or 5 on this exam entitles students to wave college level coursework at most four year colleges." (Source: The JSHS Course Descriptions, revised August 2023.)

Specific Aims

California State Common Core Anchor Standards for College & Career Readiness

READING (Literature & Informational Texts): Demonstrate understanding of Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; AND Comprehension of complex literary & informational texts.

WRITING: Demonstrate skills and understanding of Text Types and Purposes; Production and Distribution of Writing; Research to Build and Present Knowledge; and a Range of Writing.

SPEAKING and LISTENING: Demonstrate skills and understanding of Comprehension and Collaboration; and Presentation of Knowledge and Ideas.

LANGUAGE: Demonstrate skills and understanding of Conventions of Standard English; Knowledge of Language; and Vocabulary Acquisition and Use.

AVID-based Instructional Techniques/Activities

Writing: focused note-taking system, learning logs, quick writes and reflections, process writing, peer evaluation, authentic writing, writing to learn, essay writing (analytical & persuasive), research writing (informational), presenting a formal speech

Inquiry: skilled questioning techniques, Costa's levels of thinking, Socratic seminars, tutorials, investigations, questions that guide research

Collaboration: Socratic seminars, tutorials, philosophical chairs, group activities and projects, peer editing groups, service learning projects.

Organization: binders and organizational tools, calendars, planners, and agendas, graphic organizers, focused note-taking system, tutorials and study groups, project planning and SMART goals.

Reading: deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, reciprocal teaching.

Teaching Materials & Over-Riding Theme

In order to meet standards related to reviewing the elements of literary analysis and writing strategies we will use the AP recommended text *Literature: Structure, Sound, and Sense Ninth Edition* published by Perrine. Mondays will be devoted to college and career preparation using the above resources and materials from a variety of professional organizations alternated with exercises preparing for the multiple choice portion of the AP Literature Exam. Tuesdays will be devoted to literacy focusing on vocabulary development, standard written language, AP exam preparation, and writing.



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In order to expand upon standards intended to improve reading and writing skills we will study literature focused on answering the question: **How does the literature of the past shape the present and guide the future?** First semester focuses on selected poetry, short stories and drama readings from *Perrine's Literature: Structure, Sound, and Sense Ninth Edition*, to first follow up on and discuss the summer reading *Pride and Prejudice* by Jane Austen and *One Flew Over the Cuckoo's Nest* by Ken Kesey. In addition, we will be completing units reading individual works: *Beowulf* translated by Seamus Heaney; *Grendel* by Martin Gardner; *Oedipus Rex* by Sophocles; and *Macbeth* by William Shakespeare. Second semester will be devoted to units designed around complete works of literature and includes the following titles: *Othello* by William Shakespeare; *The Stranger* by Albert Camus; *Brave New World* by Aldous Huxley; *1984* by George Orwell; *The Handmaid's Tale* by Margaret Atwood; *The Metamorphosis* by Franz Kafka; and *Alice's Adventures* by Lewis Carroll {This list is subject to minor changes.} Students are welcome to use copies provided by JSUSD, but are urged to consider buying their own copies of any edition the works listed above (excluding the Perrine textbook.)

Expectations

High school is designed to help prepare students to future experiences and success in college and their careers. Typically courses in English emphasize reading as the primary form of homework, few routine/homework assignments, and more lengthy essays upon which more emphasis is placed. Plan on one hour of homework per night (primarily reading or essay writing practice.) Students should make regular use of the school's web sites (Aeries, Google Classroom, & Blackboard) and the class calendar to pace their work, complete assignments and succeed.

Daily, on time attendance is **critical** (i.e. in the room, in your assigned seat before the bell rings to signal the beginning of class). Please review the school policies for guidelines on school expectations and penalties for absences and tardies with your instructors. Students should be ready to work with assigned book(s), paper, writing instruments and a binder or folder wherein they keep all materials for the current grading period. All students are required to bring a composition book wherein they will record class exercises & activities. These will be checked off periodically and collected once a semester. (Ms. Healy will have comp books available for students.)

Behavior expectations in my classroom are guided by the rules of common courtesy and mutual **respect**. The use of electronic devices is allowed solely at designated times ("Tech Breaks") in Ms. Healy's classroom. AP students should also review the contract for additional expectations. The key factor in guiding classroom behavior should be based upon the JSHS "Schoolwide Learner Outcomes" (SLOs):

- Socially Responsible and Ethical Citizens
- Well: Physically, Mentally, and Emotionally
- Effective Communicators
- Thoughtful Problem Solvers
- Technologically Skilled: College and Career-Ready

Most importantly: *Degrading racial, ethnic, homophobic, sexist, or religiously and culturally intolerant language or behavior is not acceptable in this classroom.*

Grading

Grades reflect student progress and learning towards meeting the state and district standards above measured by student performance. Weightings below are based upon traditional grading scales and are intended to give students an idea on how to focus their efforts. (Grading scale: A = Excellent/Superior (90-100%); B = Good/Strong (80-89%); C = Average/Adequate (70-79%); D = Passing/Weak (60-69%); F = Inadequate (< 60%). I do **not** use rounding.)

Grading Based on Common Core Areas of Focus for English Language Arts

Reading: class work, homework, note taking, graphic organizers, projects, etc.	(25%)
Speaking/Listening: presentations, projects, Socratic Seminar, participation (Friday Form)	(25%)
Writing: quick writes, essay outlines, formal & personal essays	(25%)
Tests, Quizzes, Exams: vocabulary, end of unit/novel exam, reading quizzes	(25%)

Late work is accepted solely with a "No Questions Asked" slip attached, must be submitted no later than five days after the original due date, and will receive reduced credit. Long-term assignments are due on assigned date regardless of attendance status. No late work is accepted after the final regular day of each quarter.

