

## **AP English Literature and Composition (2017-18 School Year)**

Mr. McKenzie

Room 417

mckenznj@milwaukee.k12.wi.us

(414) 906 5181

Office Hours: Tuesday and Thursday 2:45-3:30 p.m. and Friday by appointment

### **Enrollment Codes**

Google Classroom: **yy7uto0** (Hour 2) and **jsiiw7a** (Hour 5)

Remind: **@68hcb7** (Hour 2) and **@a69a26** (Hour 5)

### **Course Description**

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. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods--from the 16th to the 21st century. More importantly, they will have gotten to know a few works well. In the course, they read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Reading in an AP course should also be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, and even elegantly, what they understand about literary works and why they interpret them as they do. To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent and persuasive language. It includes study of the elements of style. And it attends to matters of precision and correctness as necessary.

## Course Readings

*Othello* by William Shakespeare

*A Doll House* by Henrik Ibsen

*The Poisonwood Bible* by Barbara Kingsolver

*Brave New World* by Aldous Huxley

*1984* by George Orwell

*The Kite Runner* by Khaled Hosseini

*Frankenstein* by Mary Shelly

Various works of short fiction and poetry

## Course Outline

Unit 1	The Elements of Fiction
Unit 2	The Elements of Poetry
Unit 3	The Elements of Drama
Unit 4	Writing about Literature
Unit 5	Critical Lenses
Unit 6	Post-Colonial Literature
Unit 7	Dystopian Literature
Unit 8	Romanticism
Unit 9	Shakespeare

## Grading Policy

Students will receive grade “snapshots” halfway through the mark period (approximately four and a half weeks), and report card grades every nine weeks. The semester grade is determined based on two nine-weeks grading periods and a final assessment. Your final grade will be recorded as a standard letter grade based upon the following scale:

Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
U	59% and below

## Final Assessment

Students will complete a final assessment at the end of each semester. Students that have met the following criteria will be exempt from the final assessment for the course. To be considered exempt from the final assessment, students must:

1. demonstrate proficiency (a course-evidence average of 85 percent or greater)
2. have 95% attendance or higher in the course (no more than 4 excused absences)
3. have no unexcused absences
4. be off the Unfinished Business List (fees and fines)

### **Standards-Based Grading:**

- Collects evidence of student progress towards grade level standards
- Reflects what students know and can do
- Uses a proficiency-based scoring system to record progress
- Uses a system of grading that looks at progress over time, new evidence replacing old evidence
- Holds students accountable to high standards
- Differentiates learning based on specific evidence of strengths and weaknesses
- Uses an electronic or paper grade book to provide feedback on standards, not points earned on activities

### **Implementing standards-based grading practices creates a system based on success for all students by:**

- Challenging all students to achieve grade level standards
- Allowing for multiple ways for students to show what they know and can do
- Allowing regular and special education teachers to work together to support all students as they achieve high standards
- Documenting gaps in instruction for teachers and students

### **Proficiency-Based Grading Scale**

<b>Grade</b>	<b>Meaning of Grade</b>
<b>Advanced (AD)</b>	<ul style="list-style-type: none"><li>• The student consistently exhibits exceptional mastery of the course objective.</li><li>• Student is exceeding grade level expectations.</li></ul>
<b>Proficient (PR)</b>	<ul style="list-style-type: none"><li>• The student provides evidence of mastery of the course objectives with regularity.</li><li>• Student is meeting grade level expectations.</li></ul>
<b>Basic (BA)</b>	<ul style="list-style-type: none"><li>• The student provides evidence of a beginning understanding of the course objective.</li><li>• Means the student almost understands, but make significant errors that need to be remedied.</li><li>• Student is performing just below grade level expectations.</li></ul>
<b>Minimal (MI)</b>	<ul style="list-style-type: none"><li>• The student attempts the task but provides no evidence of mastery of the objective.</li><li>• Means that you are still learning and make some major errors.</li><li>• Student is performing far below grade level expectations.</li></ul>
<b>No Evidence (O)</b>	<ul style="list-style-type: none"><li>• The work was not attempted or it was plagiarized.</li></ul>

### **Common Core State Standards**

For a complete listing of the Common Core State Standards for English Language Arts, please refer to the following website: <http://www.corestandards.org/ELA-Literacy/>

## **Plagiarism Policy**

Plagiarism is copying or taking ideas, writings, or translations knowingly from another person or source and presenting them as one's own work. The student must always provide proper citation when recording someone else's ideas. Plagiarism is a form of cheating, lying, and stealing. Because plagiarism is a serious offense, the consequences are severe, including a failing mark on the standards-based assessment and the possibility of suspension.

## **Required Materials**

- *Elements of Literature: Essentials of British and World Literature*
- 3-ring binder
- spiral notebook(s)
- loose leaf paper
- folder(s)
- black/blue pens
- pencils
- highlighters
- post-its
- flash drive

## **Classroom Expectations**


1. Students are expected to be respectful of classmates, staff, and property of the school.
2. Students are expected to observe all other school rules, namely:
  - Electronic devices are not allowed and will be confiscated.
  - Jackets and headgear must be stored in lockers.
  - Food and drink is not allowed in the classroom.
3. Students are expected to be attentive and on task at all times during class.
4. Students are expected attend class prepared to learn every day.

## **Progressive Discipline Plan**

1. Review posted classroom expectations: Citizenship Rubric
2. Classroom management strategies (nonverbal cues, proximity, seat change...)
3. Verbal warning
4. Conference with student with 2nd verbal warning, optional documentation in PLP
5. Parent contact (phone, email, note home), document in PLP
6. Referral to guidance counselor for social/emotional concerns, document in PLP
7. Electronic Behavior Referral to administrator with narrative of documented interventions with student/recommendation.

## RUHS Citizenship Rubric

To earn a grade you must meet 3 or more criteria in one grade band.

	Be <u>R</u> esponsible	Be <u>R</u> espectful	<u>H</u> onor Academics	Be <u>S</u> afe
<b>4</b>	<p>Always</p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p>Always</p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p>Always</p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p>Always</p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
<b>3</b>	<p>Consistently</p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
<b>2</b>	<p>Occasionally</p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p>Occasionally</p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p>Occasionally</p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p>Occasionally</p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>
<b>1</b>	<p>Rarely</p> <ul style="list-style-type: none"> <li>on time to class</li> <li>phones, electronics are off and unseen</li> <li>food and drinks are not present during class (except water)</li> </ul>	<p>Rarely</p> <ul style="list-style-type: none"> <li>respectful of staff, students and school property</li> <li>uses appropriate language</li> <li>demonstrates appropriate school behavior</li> </ul>	<p>Rarely</p> <ul style="list-style-type: none"> <li>prepared for class</li> <li>participates</li> <li>on task</li> <li>works to potential</li> <li>demonstrates academic integrity</li> </ul>	<p>Rarely</p> <ul style="list-style-type: none"> <li>follows school and classroom rules</li> <li>follows staff directives</li> <li>secures personal belongings</li> <li>follows dress code</li> </ul>