

AP Literature and Composition Syllabus

Ms. Rudder
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2014-2015
Bishop Montgomery High School

Course Description

Advanced Placement Literature and Composition emphasizes the development of skills in critical reading of imaginative literature and in analytical writing. Through a close chronological study of British poetry, drama, short stories, and novels, supplemented by additional non-British works, students will practice identifying and interpreting how stylistic patterns contribute to and construct meaning within a text. Students will examine texts within their historical and cultural context, aided by an introduction to various critical theories. As this is a college-level course, students are expected to come to class with the level of preparation required for a seminar course and to continue to develop their academic voice and university-level writing through vocabulary work, a refined understanding of literary terms, and various timed and process papers.

Classroom Rules

Failing to adhere to classroom rules will result in a violation

1. Show respect for me, your fellow students, and yourself at all times
2. Be sitting in your seat when the bell rings and remain in your seat until the closing bell rings
3. Bring necessary texts and supplies to class every day
4. Use your time in class wisely and productively
5. Do not turn in work that is not entirely your own
6. Follow all rules outlined in the BMHS handbook

Academic Honesty

Students are expected to do their own work. Any student caught copying from another student, allowing another student to copy from him/her, or appearing to do either will face the consequences outlined in the BMHS handbook.

The *BMHS Student Handbook* defines plagiarism as: “The copying of three or more words in succession from any source other than yourself.”¹ It goes on to include paraphrasing in its description. Plagiarism—the act of passing someone else’s work, words, or even *ideas* off as your own—is cheating and will be punished as such. To avoid plagiarism, always cite where you found your information, even if you put it into your own words.

Turnitin.com
Class ID:
Password:

Advanced Placement English Academic Policies

In order to uphold the accelerated pace and rigorous academic standards of an AP course, students who earn below a 60% on their summer reading exam will automatically be dropped to Honors British Literature. Furthermore, students must earn an 83% or higher in the class to be eligible to remain in AP Literature and Composition second semester. It is the responsibility of students to actively monitor their grades on *Aeries*.

¹ *BMHS Student Handbook: 2012-2013*. (Bellingham, WA: CPSIA: Premier Agendas Inc., 2011.) 13.

Required Materials

You must bring your notebook, writing utensils, vocabulary book, and the book we are currently studying to class each day.

Books

- ✦ *Literature and Language Arts*
- ✦ *Vocabulary for the College Bound*
- ✦ *The Handmaid's Tale*, Margaret Atwood
- ✦ *Pride and Prejudice*, Jane Austen
- ✦ *The Awakening*, Kate Chopin
- ✦ *Heart of Darkness*, Joseph Conrad
- ✦ *The Sound and the Fury*, William Faulkner
- ✦ *A Passage to India*, E.M. Forster
- ✦ *To the Lighthouse*, Virginia Woolf
- ✦ *Hamlet*, William Shakespeare
- ✦ "BMHS English Department Writing Packet"

Other Materials

- One-inch binder
 - Binder checks will occur at random throughout the year. The first binder check, worth fifteen points, will occur **Tuesday, August 26th**.
- Post-its (if you are unable to write in your books)
- Several black or blue pens, red pens, #2 pencils (preferably mechanical), and a highlighter

Binder Sections:

- Notes
- Supplemental Texts
- Reading Journals
- Essays

Grading Policies

Grade for all courses will be available on Aeries.

- Writing will be graded according to rubrics (see attached example) that model AP exam rubrics and consider content, structure, style, and grammar.
- **Any assignments turned in without its author's name will be docked five points.**
- **If student does not have a scantron/bluebook on the day of a test and delays the testing process, he/she will be docked 5% of his/her test score.**

Homework

- The weekly homework schedule will be posted in class and online.
- All written homework should be typed, double-spaced, with 12-point Times New Roman font and one-inch margins.

Assignment Type	Worth
Homework, Class Work, and Reading Journals/Quizzes	20%
Major Projects and Compositions, Timed Essays	40%
Tests (Vocabulary and Unit Exams)	10%
Semester Final	20%
Participation	10%

Participation

- At the beginning of the semester, all students begin with 40 out of 50 possible participation points (an 80% or a "B-" in participation).

Earn participation points by:

- Participating in group and class discussions
- Staying on task
- Taking good notes

Lose participation points by:

- Coming to class without required materials
- Disrupting class

Late Work Policy

- Homework is due *at the beginning of class*.
- **Computer and/or printer problems are not an acceptable excuse for late work.** Email homework to a friend and have him/her print it for you. Use the school computer lab. Be sure to frequently save your work. If some sort of traumatic and unavoidable computer emergency occurs, contact me **as soon as possible** and **not** the day the assignment is due.
- You are responsible for making up late work. I will not remind you.
- **Due to this generous late work policy, there will be no excused late work.**

Highest Possible Scores for Late Work:

- 1 Day Late: 80%
- 2 Days Late: 50%
- 3 Days Late: 0%

Absences and Late Work

- If your absence is unexcused, you may **not** make up your work.
- If you have an excused absence, it is your responsibility to find out from me or your classmates what you missed and to make up your work.
 - If, due to an extracurricular activity, you anticipate missing my class, you must discuss making up your work with me **before** your absence.
 - **If you are absent, you must contact a classmate and be caught up with reading assignments prior to your return.**
- Allowances may be made for extraordinary circumstances.

Fall Outline and Project Due Dates

This is a tentative outline; coverage of literary devices, composition methods, and grammar, as well as writing assignments, will develop according to students' needs. Students should expect many supplemental readings and analytical assignments.

Week 1	Introductions, Syllabus, Summer Reading Exam
Week 2	<i>A Passage to India</i>
Week 3	<i>To the Lighthouse</i>
Week 4	<i>The Awakening</i>
Week 5	Introduction to analyzing poetry, spoken word poetry, Timed Writing 2, RP Thesis Due 9/18
Week 6	Anglo-Saxon Literature, Timed Writing 3
Week 7	Anglo-Saxon and Medieval Literature, Letters of Recommendation request deadline 10/1, RP Outline Due 10/2
Week 8	Medieval Literature, Timed Writing 4
Week 9	Renaissance Literature, Sonnets, RP Rough Draft Due 10/16
Week 10	Renaissance Literature, Timed Writing 5, RP Rough Draft Edits Due 10/22
Week 11	Renaissance Literature, <i>Macbeth</i> , RP Final Draft Due 10/28
Week 12	<i>Macbeth</i> , Timed Writing 6
Week 13	<i>Macbeth</i>
Week 14	<i>Macbeth</i> , Early Seventeenth Century
Week 15	Early Seventeenth Century
Week 16	Restoration Literature
Week 17	Restoration Literature, Timed Writing 7, <i>Pride and Prejudice</i> , Review for Final

Contacting Me

- Please feel free to contact me with questions or concerns.
- The best way for students and parents to contact me is through my email address, **mrudder@bmhs-la.org**.
 - Please include a descriptive subject (ie: "Our AP Assignment" or "A question about Hawthorne") so that I do not mistakenly delete your email.
 - Sign your full name at the end of your email.
- Parents may also contact me through Bishop Montgomery: 310-540-2021

I reserve the right to make changes to this syllabus. If I do make policy changes, I will immediately inform my students.

AP English: Literature and Composition Rubric
Based off of the 2008 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.

Grade Equivalents:

AP Score	Points	Letter Grade
9	100	A+
8	93	A
7	86	B
6	79	C+
5	72	C-
4	65	D
3	58	F
2	51	F
1	44	F

Student Name: _____

AP Literature and Composition
Student – Parent – Teacher Contract

*This contract is to be signed and returned by August 22nd for an easy 15 homework points.
Please print clearly.*

Parent/Guardians' Names: _____

Please include the best phone number for reaching you and check preferred methods of contact.

- ☐ Phone Number: _____
- Whose number is this? _____
- Circle one: Cell Phone Work Phone Home Phone

Optional Information:

- ☐ Additional Phone Number: _____
- Whose number is this? _____
- Circle one: Cell Phone Work Phone Home Phone
- ☐ Email Address: _____
- Whose email is this? _____

By signing below, I acknowledge that:

I have read and understand Ms. Rudder's classroom rules and expectations, as well as her policies on grading, cheating, homework, late work, and make-up work. I understand the English Department Academic Policies for Advanced Placement classes.

I have read and understand Ms. Rudder's policy on plagiarism and know that I can access student grades online.

I know how to contact Ms. Rudder if necessary.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____