 AP English

Literature & Composition

 Literature, Writing, and Critical Thinking

# **Class Syllabus**

**2017-2018**

## Mrs. Willner

Room 1224

|  |
| --- |
| **Conference:** 3rd **Email:** mwillner@ccisd.net**Website:** mwillner.weebly.com |

Course Overview

An AP English Literature and Composition course will engage you in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, you will deepen your understanding of the ways writers use language to provide both meaning and pleasure for their readers. As we read, we will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of introduction, figurative language, imagery, symbolism, and tone. My goal for you in this course is to read deeply and widely a myriad of genres and styles of literature.

**Summer Reading:**

*East of Eden*, John Steinbeck (Written assessment on Tuesday, 9/12, followed by class discussions and other optional written assignments.)

The English IV AP curriculum focuses heavily on close reading strategies. Making notes in the margin, highlighting portions of the test, and color-coding for certain patterns of analysis are all suggested and encouraged by the College Board. **Throughout the year, we will read various novels, plays, short stories, poems, essays, and literary criticism. You may check out texts from my personal library, the library at school, the public library, Twice-Sold Tales (through NEHS in Ms. Zucha’s room), or you may purchase your own copies (I don’t mind used books, even if they have annotations in them). I will provide printed copies of shorter works, like short stories, essays, novellas, and poems, that you may write on and keep.**

Ongoing Activites

Throughout the year we will be writing essays, practicing with multiple choice passages, studying vocabulary, and developing the reading and writing skills necessary for the AP English Literature & Composition Exam. **A SAMPLE TIMED WRITE PROMPT ALONG WITH A RUBRIC IS ATTACHED. Please look over these in order to better understand the nature of timed writes and how they are scored.**

# Homework

Most of your homework will be reading; **however, anything and everything we do is potential homework**. Most of the writing we do will be of the in-class timed variety, but longer writing assignments will be written at home. **Expect some type of homework almost every class period. The average amount of homework will be between five-seven hours per week; this is also dependent on how fast students read, study, and write on their own time. If you have trouble keeping up with your homework, please come talk to me in tutorials and we can work on scheduling your time in a planner.**

# Reading

It’s important to note the distinction between the two types of reading you will do for longer works. The first type, we’ll call **chunk reading** (at least until I come up with a better name). With this type of reading, we’ll discuss the work as we go. I’ll assign a chunk of it for you to read. You’ll read that chunk. We’ll discuss that chunk. Then I’ll assign another chunk. And so on until all the chunks are taken care of. The other type of reading, we’ll call **outside reading**. For this type, you’ll complete the entire work on your own (i.e. one big chunk). We will be reading a mixture of teacher-selected and student-selected works throughout the year. There will be few nights that you will NOT be expected to read something.

# Grading

I will be grading work according to CCISD policy:

Percentage Weight Type Examples

 1 Minor classwork; homework; CRQs

40%

2 Minor quizzes; timed writes; some presentations; discussions

 1 Major exams; presentations; projects

55%

 1 Major tests; mammoth, soul-killing essays/research papers

5%

 1 Reading/ quickwrites; journal assignments

 Writing

Late Work

1 or 2 days late = 25% deduction from grade; **3+ days late = No credit given**

# Make-up Work

Needless to say (though I’m going to say it anyway), you are responsible for getting your make-up work when you are absent. **You have one class day for each day absent to make up the work.** For example, if you are absent on a Monday, on Tuesday you’ll get the work that you missed and turn it in on Wednesday. **However, if something were *due* the day that you missed, it would be due the day you returned.**

I have provided you with a spiffy website, where you can find out what you missed. (**mwillner.weebly.com**). This is a service I *choose* to provide for you. **I expect you to use it.** If too many students decline to take reading check quizzes, declaring that they did not know what reading was assigned for homework because they were absent, I will stop providing the service. It’s meant to make things more convenient for you **AND** me. Don’t take it for granted. **HOMEWORK WILL ALWAYS BE LISTED ON THIS WEBSITE. CHECK IT!! I EXPECT YOU TO USE THIS.**

**You will be expected to make up your work in tutorials WITHIN ONE WEEK OF YOUR MISSED ASSIGNMENT. You will not want to get further behind in class.**

# Tutorials

If you lack confidence in your writing, I expect to see you in tutorials. The most effective writing instruction is one on one, face to face*.* It is your responsibility to seek help when you need it and to make up any missing work as soon as possible. Also, if you miss something that can only be made up in person, you’ll need to come to tutorials. Here’s my schedule:

### Normal times: Tuesday & Thursday, 2:30-3:15

 **Other times:** by appointment (and through email)

\*\*I am here to help you – that’s my entire job! ☺ Please feel free to approach me with any concerns anytime, and I will always do my best to assist and guide you.\*\*

# Behavioral Expectations

Students are expected to comply with the following requirements:

* Bring all needed supplies (including certain texts) to class each day.
* Show respect to your peers and teacher.
* Participate *actively* in class discussions. Your involvement is essential not only for your own intellectual development but also for that of your classmates.
* Refrain from using your cell phone or any electronic device during class **UNLESS SPECIFICALLY PERMITTED**. Such devices will be confiscated because they are rude, cause distractions, and can be used for cheating. Mrs. Willner will not turn them in to the office, but she will keep them at her desk if they are causing problems.

# Cheating and Plagiarism

Zero tolerance. CCISD, CCHS, and the English Department’s policies on cheating and plagiarism will be strictly enforced. You will also greatly damage your chances of getting a good recommendation from me for anything. That includes school activities, scholarship applications, and college recommendation letter. *Remember, informing others of what is on a test, quiz, or essay is cheating.* ***Also see attached Secondary Honor Code. Signature required.***

**Academic Dishonesty**

Academic Dishonesty is defined in the Clear Creek ISD Policy (EIA):

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Behaviors defined as **cheating**:

* Giving or receiving information, looking on someone else’s work, or allowing someone else to see one’s work during an exam, test or quiz.
* Unauthorized receipt or distribution of exam, test, or quiz contents, materials, or answer key.
* Use of unauthorized resources such as notes during an exam.
* Taking an exam, producing a project, paper, or assignment for another student or asking someone to take an exam or produce a project, paper, or assignment for you.
* Copying work assigned to be done independently or letting others copy one’s work.

Behaviors defined as **plagiarism**:

* Any misrepresentation of another’s work as one’s own including copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, and other similar works.

Academic Dishonesty will result in academic and/or behavioral consequences.

1. A grade of zero will be given on the work involved, and the grade of zero will be averaged with the other grades.
2. The building principal will be notified of all incidents of academic dishonesty.
3. Other actions as determined by building principal which may include assignment to In School Suspension (ISS).

**FYI: My own policy is to give a zero for the assignment, call your parents, AND write a discipline referral.**

***Movie Permission***

 The following is a list of movies that I may use for instructional purposes. I will show **clips** in order to highlight or analyze themes we are discussing in class and use as a basis for writing prompts (we will not be watching entire films). Please review the list. If you feel that these films are appropriate, please sign the form below. If not, please email me your concerns and we can come to an alternative plan. If I decide to add more clips to this list, I will let you know immediately and send another permission slip home for your approval.

*Seinfeld*—created by Jerry Seinfeld and Larry David (to depict contemporary Absurdism if time allows)

*Pride and Prejudice*—directed by Joe Wright (to be shown after the AP exam)

*Twin Peaks* (1990-91 TV series)—created by David Lynch (to depict contemporary Absurdism, parody, homage, surrealism, and satire)



August 21, 2017

Dear Parents:

Welcome to Clear Springs High School! The English/Language Arts Department is excited about our tradition of high academic standards and achievement at Clear Springs, and we look forward to working with you and your child throughout this year.

Your child will receive a course syllabus from his/her English teacher with pertinent classroom information for you to review together. The syllabus provides contact information, an overview and requirements of the course, and basic information on grading and homework policies. You will have the opportunity to meet your child’s teachers in person at our Open House on September 6th.

A central goal of English class is to capture the pleasure and passion of readers. The best books challenge our beliefs by helping us see through different eyes —to live a different life. What we are seeking for all our students is a compulsion to read—for pleasure— for knowledge—for a passion for story or information that will keep them into the pages of a book past our assigned time for reading. Reading books is an integral part of the CCISD English Language Arts classroom and the development of literacy.

Additionally, reading builds stamina to prepare students for college. Reading for an hour or two in one sitting is a basic expectation in college. The average amount of weekly reading in a full-time post-secondary program ranges from 200 to 600 pages per week, and we know that the majority of our students are not reading anywhere near that much. Reading for fluency and stamina has been proven to improve the reading rate for students. Fast reading develops confidence and an appetite for books as well as teaching vocabulary in context, which improves writing, but it only happens when students find books they want to read. Research conclusively shows that regular reading yields enormous benefits by improving focus, cognition, and writing skills, as well as by building vocabulary and background knowledge. Furthermore, reading positively impacts SAT, ACT, and TSIA scores.

This school year, all students will be expected to read both in and outside of the classroom in order to fulfill the requirements of their English class. All students will select books of interest to them to read in and out of class for a minimum of 2 hours per week. Students will be given class time each day to read but that time will not fulfill the entire expectation of two hours a week. Therefore, **students must read outside of class in order to fulfill the requirements of their English class**. Equally distributed, this equates to approximately17 minutes of reading per day, but students can break the 2 hours up any way that fits their busy schedules. These books will not only foster an appreciation for reading but will also be used for in class activities; therefore, if a student falls behind in their reading it could impact their success in class in various areas. Once a student completes a book, he/she is to choose another book and continue reading. Books can be checked out from our school library (each class will spend one day in the library at the start of this year), borrowed from the teacher’s classroom, brought from home, or purchased.

Our job is to help guide students to make reading choices that challenge their growth as a reader. However, teachers cannot possibly be familiar with all the books their students are reading. Teachers will be conferring with students over their reading often but we encourage you at home to discuss with your children their book choices and their thoughts on the books they are reading to ensure they are making responsible reading choices that align with your family values. Parents and students sharing conversation about reading invites rich discussions about the books and promotes the authentic thinking and connections we value.

Lastly, each of our classrooms benefit from your cast-offs. Please send books you no longer need to your student’s classroom library, especially ones you’ve loved, if you can bear to part with them.

Please encourage your son or daughter to put in the two hours of reading a week and ask them about what they are reading.  Please let us know if you have any questions, concerns, or comments. Communication is key to a successful partnership. We believe that, together, the students, parents, and faculty and staff of Clear Springs High School can build an unrivaled tradition of achievement and excellence.

*The Clear Springs High School English Department*

**THIS ENTIRE SHEET NEEDS TO BE RETURNED TO MRS. WILLNER!\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Parents/Guardians,

 I am excited to begin working with your student and you this year! Please leave contact information so that I can update you on your student's progress and upcoming projects. My email address is mwillner@ccisd.net, and this is the best way to contact me. You can also contact the school to set up a conference if needed. **Please include your email address so that I can include it in my parent list for each class!!**

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s/Guardian’s Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parents**

Please sign here indicating that you approve your student to view the above films:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (if you do not sign, I will contact you about alternate assignments)

\_\_\_\_\_ I have read and discussed the syllabus with my child. (initial)

\_\_\_\_\_ I have read and understood the policies and procedures in Mrs. Willner’s class.

\_\_\_\_\_ I have read and understood the academic honesty policy in Mrs. Willner’s class.

\_\_\_\_  I have read and understood the letter regarding content of independent and in-class reading in Mrs. Willner’s class.

Parent/Guardian Signature  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\*\*\*Please specify which contact information belongs with which parent.**

**Best e-mail contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Best phone contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Students**

\_\_\_\_  I have read and understood the policies and procedures in Mrs. Willner’s class.

\_\_\_\_  I have read and understood the academic honesty policy in Mrs. Willner’s class.

\_\_\_\_  I have read and understood the letter regarding content of independent and in-class reading in Mrs. Willner’s class.

Student (Print Name)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THANK YOU! ☺**