AP English Literature & Composition
Syllabus 2016-2017
Mrs. Petruschin

Introduction:
Welcome to AP English IV, Literature & Composition. This course has been designed to meet the course requirements outlined in the AP course description. As such, we will focus on college level reading, writing, and analytical skills. Our reading list is primarily a survey of British literature ranging from medieval times to the current day. As such, we will read and study many pieces of classic poetry, drama, and prose in British literature, in addition to short pieces from Perrine's. Throughout our course of study we will make connections between our current readings and prior readings that will allow us to see how universal themes in literature reflect the social, cultural, and historical values of a people. In this way we can bridge the gap between societies, cultures, and eras and develop a universal understanding of humanity.

Students who choose to take the AP course are committing themselves to a college level curriculum and will be held to college level standards. Additionally, as a college level course, you should purchase your texts and annotate within them. Works can generally be found at Barnes and Noble or online at Amazon.com. E-texts are also acceptable. The books are available in the library, should you choose to keep a reading journal in lieu of annotations. The AP English Literature & Composition Exam is typically administered in May. Successful completion of the AP exam is determined by a minimum score of 3. Most colleges throughout the United States recognize a grade of 3 or above on the AP Exam as equivalent to a passing grade within a college course and will consequently issue college credit to students who score a 3 or above on the exam. In order to ensure that both students and parents understand the requirements for successful completion of this course, the following guidelines, rules, and procedures have been compiled for you to read and discuss. In addition to this, you will also find a reading list that outlines the major works on which the class will focus.

Course Work:
Students will be required to:
- Work independently and collaboratively.
- Develop writing, reading, and public speaking skills.
- Understand poetic techniques.
- Relate literature to its relevant historical time period.
- Take notes in class (Cornell notes and/or annotations in student purchased text).
- Attend bi-weekly writing workshops.
- Attend one Saturday practice exam per semester.
- Develop independent and group presentations in class.
- Participate in group and class discussions and Socratic Seminars.
- Complete a quarterly unit project/essay.
- Complete a weekly poetry or prose response.
- Turn all writing assignments in to www.turnitin.com.
- Contribute to online discussion boards at turnitin.com.
- Every senior will be required to complete the Senior Project. It consists of 5 components including: a high school resume, an autobiographical personal statement responsive to the UC application requirements (or an approved alternative campus), 60 hours of volunteer work, a Personal Growth Analysis Statement, and a 5-7 minute PowerPoint or multi-media presentation. More details concerning the project will be given in the student’s senior transitions classes.
- Do well on tests and turn in all assignments
- Develop vocabulary skills
- Complete homework/study

Prerequisite:
English III, or English III AP, American Literature. Readings included: The Awakening by Kate Chopin, My Bondage and My Freedom by Frederick Douglass, Death of a Salesman by Arthur Miller, A Streetcar Named Desire by Tennessee Williams, and The Scarlet Letter by Nathaniel Hawthorne. Complete summer reading and summer project.

Summer Reading:
Students should have read: Barbara Kingsolver's The Poisonwood Bible.

Required Texts:

Conrad, Joseph. *Heart of Darkness.*

Foster, Thomas. *How to Read Literature like a Professor.*


Shakespeare, William. *Macbeth* and *Hamlet.*

Shelley, Mary. *Frankenstein.*

Strunk, William and EB White. *The Elements of Style.*

Additionally, students will choose one of the pieces of literature mentioned in Foster's book to read. For example: Bronte, Charlotte. *Jane Eyre.* Dickens, Charles. *Hard Times.* Ellison, Ralph. *The Invisible Man.* McCourt, Frank. *Angela’s Ashes.*


***Works may be added or deleted depending on time constraints***

**Required Materials:**

Students will be expected to have the following in class on a daily basis:

- Pens (Blue or Black)
- Pencils
- Student Planner
- Lined Notebook Paper
- Eraser
- Highlighters
- Assignment Notebook
- Divider tabs
- Literature Book or novel (as necessary)
- Writing Journal or Composition Notebook for daily writes on topics discussed in literature

**Grading Scales and Assignment Categories**

The grading scale for this course is as follows:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% and below

In addition to the grading scale above, the following list details the assignment categories for this course, as well as the percent weighting given to each category:

- 10% attendance, homework, peer reviews, participation and assignment binder
- 25% weekly writing responses
- 25% in class quizzes and tests
- 40% formal essays, projects, and research papers

**Classroom Rules and Consequences:**

The rules for this classroom are as follows:

**Rules:**

1. Respect
2. Responsibility
3. Readiness
4. Follow classroom procedures (discussed separately in class)

**Consequences:**

1. Verbal warning.
2. Lunch detention.
3. Phone call home or referral.

Any of the consequences above may be skipped if the infraction is serious enough to warrant it. Disrespect will not be tolerated under any circumstances and will be grounds for an immediate referral.

**Plagiarism and Cheating:**

*Plagiarism will not be tolerated.* Any paper that is plagiarized will receive the grade of an “F.” We will discuss in class what constitutes plagiarism, and students will be given a handout and asked to take notes on the subject. Any student caught cheating on any exam or assignment will be given zero credit and will not be allowed to re-take the exam or redo the assignment.

**Progress Reports:**

Progress reports are generally mailed out to the parent every four weeks as a notification of any problems or difficulties. Should a parent have concerns about a student’s grades, weekly progress reports can be picked up in the counseling office and
filled out each week at the **beginning** of the period on **Fridays only**. The district has also implemented ABI, an online system that allows parents to access classroom information and student grades online. Due to the personal information located within the system, it is necessary to register for this system in person. Contact the District Office at 955-3201 for more information. Not only does this system allow you to track your student’s progress, it allows you to view attendance, discipline files, assignments, their due dates, and the scores students have received on each assignment. If remediation was necessary, alternative means of assessment will be denoted in the comments section.

Although this list is lengthy and quite imposing, I feel confident that together we can accomplish the readings and learn much from each other this year. Graduation and “the real world” loom ahead in the not too distant future, so I encourage you to get the most from your education and continually challenge yourself to ensure your future success. If I can be of assistance in any way, do not hesitate to contact me at Pglasl@hotmail.com or at (760)243-5940 ext.35303. Please sign, date, and detach the bottom portion of this page.

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I have read the AP English IV syllabus and understand the course requirements for Mrs. Petruschin’s AP English IV class.

Student Name (Please Print) _________________________________

Student signature __________________________________________

Parent Name (Please Print) _________________________________

Parent signature ___________________________________________

Date____________________________________________________