

Class Overview and Teacher Expectations

English IV AP/GT—Mr. McCardle

Advanced Placement English: A College-Level Class

Whether a junior or senior, you have undoubtedly dreamed about your educational future: you've probably envisioned yourself on a college campus somewhere, you've probably contemplated different fields of study, you might have even conjured images of your professors and the kinds of work you will be assigned.

For some of you, the realization of those dreams might seem far off into the future; others of you will begin translating them into reality this very fall. No matter which scenario best describes you, enrolling in an Advanced Placement course - one that is conducted at a college level- is a great way to prepare yourself for that step into the future.

We like to think of AP classes as the beginning of your college experience. Certainly, students enrolling in these classes convey a desire for the challenges and rigor of post-secondary education, and this desire will undoubtedly be rewarded. Likewise, AP students possess the emotional maturity commensurate with the academic decisions they have made.

Students working at the college level generally exhibit the following characteristics:

Academic attributes:

- Intellectual curiosity
- Intellectual openness
- Inquisitiveness
- Appreciation/awareness of multiple perspectives
- Toleration of ambiguity

Practices:

- Consistent class attendance
- Enthusiastic class participation
- Active engagement with ideas
- Personal responsibility in preparation for class,
- Preparedness of materials, assignments, etc.
- Seeking additional clarification from teacher during tutorials and office hours
- Student advocacy/ self-advocacy in conferences with teachers, counselors, and school administrators

This is the platform upon which English III AP/English IV AP is built.

Class Overview: Taken directly from the College Board publication *English: English Language and Composition, English Literature and Composition Course Description; May 2009, May 2010:*

Introduction

“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.

Goals

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

Reading

Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well. 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.

A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature...

In short, students in an AP English Literature and Composition course read actively. The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.

Most of the works studied in the course were written originally in English, including pieces by African, Australian, Canadian, Indian, and West Indian authors. Some works in translation may also be included (e.g., Greek tragedies, Russian or Latin American fiction) ... the AP teacher should ensure that by the end of the course, students will have studied literature from both British and American writers as well as works written from the sixteenth century to contemporary times. In addition to British and American literature, teachers are encouraged to include in their curricula other literature in English.

Writing

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...

The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, 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.

Throughout the course, emphasis is placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
- a balance of generalization with specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

The writing required in an AP English Literature and Composition course is thus more than a mere adjunct to the study of literature. The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements. It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course... Some of this writing is informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the writing involves research, perhaps negotiating differing critical perspectives. Much writing involves extended discourse in which students develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.

The various *AP English Literature Released Exams* and AP Central provide sample student essay responses written under exam conditions—with an average time of 40 minutes for students to write an essay response. These essays were written in response to two different types of questions: (1) an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning; and (2) an “open” question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. Students can be prepared for these essay questions through exercises analyzing short prose passages and poems and through practicing with “open” analytical questions. Such exercises need not always be timed; instead, they can form the basis for extended writing projects.”

Grading Criteria:

- Test Grades (tests, compositions, projects)... ..80%
- Quiz/Homework Grades 20%

Tutorials:

I am available nearly every day before school. Generally, I arrive on campus by 7:00 a.m. and am available for tutorials and make ups after about 7:25.

Late Work & Makeup Work:

- Major assignments will be accepted with a ten-point penalty for each day late.
- Daily work and quizzes are not accepted late.
- It is the student's responsibility to find out what has been missed following an excused absence. If you have missed class, check the website, board, and with your peers for the assignment(s) you need to complete. I WILL NOT REMIND YOU!
- Work missed because of an absence must be made up in a timely fashion: district policy allows one day per number of days missed to turn in the assignment(s). For example, if you miss two days, you have two days to complete the assignment(s). I understand the time constraints of AP students and will therefore allow up to one week for major assignments to be completed. Please read all other points listed below...
- Make-up assignments may not be completed during class. You must come before or after school to complete any quizzes or tests you may have missed.
- Make ups are held on Tuesday afternoon and Friday morning.
- Work that is assigned prior to the absence is due on the first day of your return, including and especially major grades. If you are at school for any part of a day that an assignment is due, then the assignment is due. You may not be absent for periods early in the day in order to avoid turning in an assignment. If you are at school, the assignment is due.

Writing Assignments:

All handwritten work to be submitted to me must be in blue or black ink on notebook paper with an MLA heading. All work written outside of class must be typed or computer-generated. If you do not have access to a computer/printer at home, you may use the school library computers before or after school. Do not bring a disk for me to print your assignment. Crashed hard drives, lack of printer ink, etc. are not excuses for late work. Plan ahead for emergencies.

Textbooks & Class Sets:

You may leave your textbooks at home for homework because I will provide you with a class set for us to use at school. This is a privilege. If you do not take care of our class set, you will be required to bring your heavy books with you to class everyday.

Conduct:

The following guidelines outline proper behavior in the classroom:

- Follow all MHS rules as stated in the student handbook.
- Bring all materials to class everyday.
- No food, drinks (other than bottled water) in the class.
- Respect your peers and your teacher.

My Daily Schedule:

In case you need to find me during the day, here is my schedule:

1 st period - English IV AP/GT	4 th period – Study Hall
2 nd period - English IV AP/GT	5 th period - Newspaper
3 rd period - English IV AP/GT	6 th period - English IV AP/GT
	7 th period - Conference