

AP Literature and Composition Course Syllabus
Austin High School
Decatur, Alabama

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Make-up Work/Tests/Quizzes: Tuesday-Thursday at 7:45 and Tuesdays at 3:30 or by appointment	Website: www.MrsHaughaboo.com

AP English Lit/Comp is a year-long college-level preparatory class in English Literature and Composition leading to the national Advanced Placement (AP) Examination on May 9, 2019. The course content uses World Literature with a British and American emphasis. Students who pass the exam with an acceptable score (3-5) receive college credit determined by the student’s college of choice.

A passing score of 3 or 4 usually earns one college credit and the highest possible grade of 5 usually earns two course credits at many universities. The three-hour national exam includes one hour of multiple choice questions (45%) and two hours of composition (3 essays = 55%). College credit is useful, but the most important purpose of the AP class is rigorous college preparation, especially in **conceptualization, composition, and critical thinking**, that will benefit the student in all college subjects. Evidence-based writing skills are essential for college and career success

The most important goal of the AP English Literature Class is to produce writers and thinkers who will be life-long readers and effective users of language. Not all work will be graded. Students will have the opportunity to evaluate the progress of their work (example: submit multiple drafts for comments and conferences). Practice is necessary. Formal rehearsal precedes performance, as it does in music, dance, or sports.

Texts for this course include the following:

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| <i>How to Read Literature Like a Professor</i> | Thomas Foster (summer reading) |
| <i>Perrine’s Literature: Structure, Sound, and Sense</i> | Johnson & Arp – college textbook |
| <i>The Bedford Introduction to Literature, 11th Ed.</i> | Michael Meyer– College textbook |
| Academic articles, essays, novels, plays, and poems | various authors Renaissance to pres |

*Students must annotate their reading with a pen or sticky notes. Personal student copies of the novels enhance instruction in critical reading and vocabulary to benefit ACT and AP preparation.

Our focus is on the Great Conversation of Ideas, the recognition of patterns in literature, style, and cultural context along with instruction on interpreting texts rather than summarizing them. Abandon plans to depend on SparkNotes or other summaries. Reading should become an interactive, hands-on experience that requires skill and supplies.

Supplies: Charged Chromebook, 3x5 index cards, a reading notebook (can be done in a three ring binder), folders/notebooks with pockets, notebook paper, highlighters, sticky notes (Post-it type), sticky page tabs (Post-it type), black or dark blue pens, anything else that you need to stay organized.

General conduct: Students are expected to be awake, alert, and aware. Students are expected to be respectful of individual cultural differences and opinions. Students are expected to self-monitor as to not dominate classroom discussion. **Participation** in class discussion is essential. **Preparation** for class each day is necessary. Students are to bring appropriate books, materials, and supplies to class. Follow school policies concerning smart phones

Grading: All students are responsible for reviewing their iNow accounts to monitor grades.

- **Writing Assignments (both in and out of class) and Essay Tests: 50%**
- **Reading Journal: 25%**
- **Daily Work and Quizzes (includes small homework assignments): 15%**
- **Research Work: 10%**

GENERAL GRADING GUIDE

This guide is intended to help you adjust your own level of work and your own expectations of grades. **Please understand that your effort is not the criterion for an A.** I expect that you are ALWAYS working hard. YOU WILL BE GRADED ON YOUR GROWTH OVER EACH QUARTER. THIS MEANS THAT YOU MUST DEMONSTRATE **GROWTH AS A READER, AS A WRITER, AND AS A THINKER.** YOU WILL PARTICIPATE IN THIS ASSESSMENT THROUGH THE READING JOURNAL CONFERENCES, THE WRITING CONFERENCES WE HAVE REGULARLY, AND THE CRITICAL REFLECTIONS THAT END EACH WRITING ASSIGNMENT. AT THE BEGINNING OF THE YEAR, WE WILL SET YOUR INDIVIDUAL WRITING GOALS TOGETHER IN A FIFTEEN -MINUTE CONFERENCE. OUR READING GOALS WILL BE IDENTIFIED THROUGH A SERIES OF ARTICLES FROM MAJOR WRITERS WHO IDENTIFY THE TRAITS OF A CRITICAL READER. DIAGNOSIS AND ASSESSMENT OF YOUR SKILLS WILL BE ONGOING THIS YEAR AND YOU ARE A MAJOR PARTICIPANT IN BOTH.

A Students working at this level engage fully every assignment and **demonstrate a willingness to examine their own thinking and assumptions.** These students are not clinging to what they have “always done in the past,” but are embracing the new material in both reading and in writing and demonstrating understanding of that new material. They are willing to take risks as learners. All work reflects a level of thinking far beyond the obvious and the superficial. Students come to class fully prepared to discuss assigned readings and to participate actively in all phases of the course. All assignments are submitted on time and all make-up work from authorized absences is managed in a timely fashion. **Students working at this level have ALL work completed on time.** Obviously, all work is the student's own.

- **Every writing assignment has undergone meaningful, substantive revisions** (a minimum of three in Semester One; two in Semester Two) in content, diction, syntax, and style. Writing conferences are led by the student and indicate a clear understanding of the assignment's goals.
- Proposals for writing assignments are accepted within three submissions in Semester One and within two submissions in Semester Two. Drafts are submitted once a week, and the entire process from proposal through final draft to the critical reflection is completed within a six-week period.
- Writing assignments reflect the student's understanding of the rhetorical situation, an ability to synthesize

all of the new information about rhetoric, and a willingness to take risks as a thinker and a writer. Under no circumstances will a student earn an *A* in the composition portion of the grade if s/he cannot break out of the five paragraph essay mold or incorporate the elements of *EAA* into their essays.

- Reading journals indicate not only the questions and problems a student has while working with a text, but an honest attempt at logical answers and solutions. Students have answered every journal question provided for the assignment, and **they move far beyond superficial answers to those questions, providing full and rich answers. Right-hand sides of the journal have all claims supported with specific textual evidence.** They address all parts of every journal assignment. Left-hand sides of the journal are completed in a timely fashion and have as a focus the student's reading growth. Finally, the reading journal conference is focused on the reading skills emphasized in class and is led by the student. Reading journals are also completed on time. **Any student who has even one incomplete journal in a quarter will not be in an *A* category.**
- Students make and keep appointments with me.
- Research assignments change every quarter, but **A** work involves critical reading and writing at every phase of the project. All reading is completed on time, as is all written work. Students have full and complete answers to all required research notebook questions, not superficial and general ones that will be of little help when it is time to write the paper. Research entries also reflect an understanding of the concepts studied.
- Students demonstrate through their Research Notebooks an understanding of the *process* of research.
- All objective quiz and test grades are above a 70%.

B Students working at this level competently engage every assignment and consistently attempt to examine their own thinking and assumptions. **These students are not clinging to what they have “always done in the past,” but are embracing the new material in both reading and in writing and demonstrating understanding of that new material. These students, too, are willing to take risks, but may need a bit more prompting from me.** The majority of the student's work reflects a level of thinking beyond the obvious and the superficial. Students typically come to class fully prepared to discuss assigned readings and to participate actively in all phases of the course. Most assignments are submitted on time and most make-up work from authorized absences is managed in a timely fashion. All work is the student's own.

- All writing assignments have undergone meaningful revisions (three in Semester One; two in Semester Two) in content, diction, syntax, and style. Writing conferences are led by the student and indicate an understanding of the assignment's goals.
- Proposals for writing assignments are accepted in approximately five submissions in Semester One; three in Semester Two. Drafts are submitted weekly, and the entire process from proposal through critical reflection is completed within a six to seven-week period.
- Writing assignments reflect the student's understanding of the rhetorical situation, an ability to synthesize all of the new information about rhetoric, and a willingness to take risks as a thinker and a writer. Under no circumstances will a student earn an *B* in the composition portion of the grade if s/he cannot break out of the five paragraph essay mold or incorporate the elements of our writing lessons into their essays.
- Reading journals indicate not only the questions and problems a student has while working with a text, but

an honest attempt at logical answers and solutions. Students have answered every journal question provided for the assignment, and **they move beyond superficial answers to those questions**, providing adequate textual support for all claims in the right-hand sides of the journal. Left-hand sides of the journal are completed in a timely fashion and maintain a focus on the student's reading growth. Finally, the reading journal conference, led by the student, is focused on the reading skills emphasized in class. Reading journals are also generally completed on time, but they lack the substance of the **A** conferences.

- Students make and keep appointments with the teacher.
- Research assignments change every quarter, but **B** work involves critical reading and writing, not superficial summaries, at every phase of the project. All reading and writing is completed on time. Research entries also reflect an understanding of the concepts studied in our writing textbook.
- Students demonstrate through their Research Notebooks an understanding of the process of research.
- All objective quiz and test grades are above a 70%.

C Students working at this level do not yet engage every assignment and inconsistently demonstrate a willingness to examine their own thinking and assumptions. Only a minor portion of the student's work reflects a level of thinking beyond the obvious and the superficial. **Students are reluctant to challenge themselves beyond what they have already accomplished in reading and writing, and thus, show little or no growth in those areas. These students are not yet comfortable with taking risks as learners.** Students earning a **C** have demonstrated minimal growth as readers and writers. Students come to class minimally prepared to discuss assigned readings and to participate actively in all phases of the course. A majority of assignments are submitted on time and most make-up work from authorized absences is managed in a timely fashion. Obviously, all work is the student's own.

- Writing assignments have not undergone meaningful revisions in content, diction, syntax, and style. Some papers have not met the minimum three-revision standard in Semester One and two in Semester Two, and some revisions ignore the specific requirements set in class for the assignment.
- Proposals for writing assignments are not submitted on time and are not accepted within five or six submissions. Drafts are not submitted weekly, and the entire writing process is not completed within a seven-week period.
- Writing assignments do not yet reflect that the student fully understands the elements of the rhetorical situation.
- These students are unable to synthesize all of the new information about rhetoric from our writing textbook, and have not demonstrated a willingness to take risks as thinkers and writers.
- Reading journals indicate minimum engagement with the assignments and the texts. Students approach the journal as “busywork” or “homework to complete” instead of recognizing its potential to improve their critical reading skills. Students may not have answered every journal question provided for the assignment, and **some questions for the right-hand sides of the journal have only superficial answers, offering little specific textual references. When asked to read their entries during class discussion, their responses clearly indicate that only notes—not the required full sentences—have been written.** Left-hand sides of the journal are sometimes incomplete and most often superficial. Finally, the conference with me about the journals is not fully focused on the reading skills emphasized in class. Students often have not completed the reading journals on time as well.

- Required conferences with me are sometimes ignored, and these students have not set up conferences that would have benefitted them greatly.
- Research assignments change every quarter, but **C** work involves only minimal critical reading and writing, focusing instead on superficial summaries of assigned reading. Reading and writing is not completed in the time allotted, and required questions may be missing.
- Research notebooks reflect a lack of consistent work over time.
- All objective quiz and test grades average 70%.
- Conferences often lack focus and require considerable help from me. Students often seem confused about the goals of the assignments in both reading and writing.

D Students working at this level seldom engage any assignment and consistently demonstrate an unwillingness to examine their own thinking and assumptions. The student's work reflects a level of thinking that is obvious and superficial. Students come to class ill prepared to discuss assigned readings and to participate actively in the course. Several assignments are submitted late; some assignments may be missing completely. Make-up work from authorized absences may be missing or seriously late. Obviously, all work is the student's own.

- Writing assignments have not undergone meaningful revisions in content, diction, syntax, and style. Some or all papers have not met the minimum three revision standard in Semester One; two in Semester Two, and some revisions ignore the specific requirements set in class, in individual conferences, and/or in writing on the student's paper by me for the assignment. Students may not have followed guidelines for weekly submissions as well.
- Writing assignments do not yet reflect that the student understands the elements of the rhetorical situation.
- These students are unable to synthesize the new information about rhetoric from our writing textbook, and have not demonstrated a willingness to take risks as thinkers and writers.
- Reading journals (both right and left-hand sides) are often incomplete. Many of the required elements are incomplete or missing. Finally, the conference with me about the journals is unfocused and ignores required discussion of particular points.
- Research assignments change every quarter, but **D** work ignores critical reading and writing, while offering only superficial summaries of the reading. Some work may be incomplete or missing entirely.
- Research notebooks reflect a lack of consistent work over time.
- Objective quiz and test grades average 60%.
- The student sometimes ignores required conferences with me or the student is not prepared to discuss the identified reading or writing skills identified in class.

F This level of work is obviously unacceptable. Work is often not submitted, or the student may completely ignore the requirements of assignments, or the student is in violation of the Austin Academic Integrity Policy.

Make-up Work: School policy requires arrangements for make-up work to be made within two days. Although it is rare for a college instructor to accept late work, this class will accept it with a 10% penalty per day for each day late. It is the student's responsibility to schedule missed work. You will receive an instructional calendar (available online) that documents all tests, assignments, and class topics. You are expected to keep up and meet all announced or published deadlines. There is never a reason not to know the assignment or due date. All work is due on the advertised date. If you cannot have the assignment delivered when you are absent, email it to Alana.Haughaboo@dcs.k12.al.us so that it will not be counted late *but you must also bring your hard copy the next day.* When you are absent, it is your responsibility to ask for handouts, consult the website, arrange for missed tests or essays, and ask classmates to share notes or other relevant info.

Absences: Emergencies occur, but you will have much greater success if you are present every day. The class progresses on task with speed.

Definition of Cheating

Any attempt to defraud, deceive, or mislead a teacher in arriving at an honest evaluation of student achievement. ANY ELECTRONIC DEVICE VISIBLE DURING ANY ASSESSMENT CAN BE CONSIDERED CHEATING.

Cheating also includes, but is not limited to the following:

1. Looking at a test, quiz, or exam of another student while taking an evaluation
2. Attempting to communicate information in any way during an in-class evaluation
3. Having cheat sheets, or information written on the body or other personal objects
4. Using programmed calculators or other electronic devices unless expressly permitted by the teacher
5. Looking at quiz, test, or exam materials prior to their administration
6. Failing to give credit for the ideas, words, or works of others
7. Giving information regarding an evaluation to another student who is scheduled to take the same evaluation
8. Submitting work through the use of technology that is not created by the student, including but not limited to file sharing (submitting the same work with different header), copying files to and from disks and websites, or purchasing solutions or works from others

AP Parents: Please read syllabus, sign, update email address, detach signature page, and return to teacher.

Your student has elected to take a rigorous college-level class in the study of English literature and composition. Classwork and homework may also include online discussion forums, websites, and online supplemental reading and research, just as students would experience in college classes. Students should regularly consult the MrsHaughaboo.com website for information, updates, or documents to be printed.

Commend and encourage your student's efforts. Your support and interest will be helpful to your student's development of critical thinking skills, composition, independent learning, and personal maturation. Complex conceptualization and evidence-based writing are central to our work.

If your child has a job or extracurricular activity, help the student to limit hours to fifteen hours or less per week. Support your child in setting priorities that emphasize academic work and balance extracurricular activities. Students are required to have at least one individual conference with me about their academic work during class, office hours, or by appointment.

Our School's participation in the A+ College Ready Program means that your child will have the opportunity to attend Saturday sessions to enhance their AP experiences. Attendance is mandatory to receive weighted credit for the class. An AP contract is being created by the guidance office and will be distributed as soon as it is ready. **The dates for the AP Saturday Sessions for this class are:** Please mark your calendars.

The transition to college success has already started. Newsweek magazine described AP classes as "the kind of education every kid deserves." Your child deserves praise and encouragement for having chosen this challenge.

Please sign to acknowledge that parent and student have read the complete syllabus.

Parent Signature ↑

Student Signature ↑

PARENT'S EMAIL ADDRESS ↓:

STUDENT'S EMAIL ADDRESS ↓:

PLEASE PRINT CLEARLY.

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