

Advanced Placement Literature and Composition

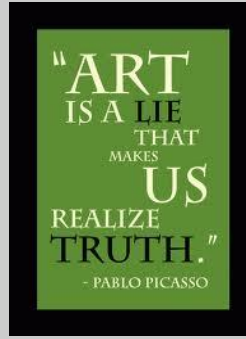
Central Bucks West H.S.

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“Never permit a dichotomy to rule your life, a dichotomy in which you hate what you do so you can have pleasure in your spare time. Look for a situation in which your work will give you as much happiness as your spare time.”

-Pablo Picasso



Welcome to AP Literature and Composition! This semester will prove to be a very valuable journey as you continue to grow as a writer, reader, and thinker. This will be an intense study of literature that will require you to challenge yourself. You will immerse yourself in some great literature. In this course, we will work on the following skills:

- Read texts closely and actively (question) and read sections again to deepen knowledge.
- Use evidence from the text to prove or disprove ideas.
- Realize the complexity of literary fiction, poetry and drama and be willing to struggle with not “getting it” right away.
- Be willing to offer ideas for discussion.
- Use writing for different purposes: to work through ideas, writing to reflect, writing to analyze.
- Go beyond the obvious in a text and find the nuances.
- Analyze works and go beyond summary.
- Examine how the parts of a piece work to support the theme of the whole work.
- Analyze techniques and the craft of the writer.
- Challenge yourself and accept guidance.
- Enjoy the journey through literature.



Course Content:

- **Textbook:** Perrine's Literature: Structure, Sound, and Sense by Arp and Johnson
- **Short Fiction:** Various selections from the textbook and other sources
- **Poetry:** Various selections from the textbook and other sources
- **Novels: (possible selections):** *Annie John* by Jamaica Kincaid, *The Awakening* by Kate Chopin, *My Name is Asher Lev* by Chiam Potak, *Obasan* by Joy Kogawa, *The Shipping News* by Anne Proulx, *Pride and Prejudice* or *Emma* by Jane Austen, *The Farming of Bones* by Edwidge Danticat, *Their Eyes Were Watching God* by Zora Neal Hurston, *The Things They Carried*, by Tim O'Brien, *1Prayers for the Stolen* by Jennifer Clement
- **Drama: (possible selections):** *Los Vendidos* by Louis Valdez, *Time Flies* by David Ives, *Mind the Gap* by Meredith Oakes, *The Sandbox* by Edward Albee, *The Boor* by Anton Chechov, *Trifles* by Susan Glaspell, *The Interview* by Joyce Carol Oates, *Antigone* by Sophocles, *King Lear*, *Much Ado About Nothing* or *Othello* by William Shakespeare and other one act play selections



What We Write and Create:

- **Three Major Types of Essays Related to the AP Exam:**
 - **Literary Analysis-** Explaining how an author creates meaning for a given purpose
 - **Poetry Explication-** Explaining how an author creates an impact for a poem
 - **Open-** Using a long fictional work to answer a theme based literature question



Assignments and Evaluations:

- The calendar will be updated weekly on Canvas with assignments listed on their due date.
- Papers/Projects: these will require the use of in-class readings
- Daily Reading: this will include literary background readings, articles, poetry, and literature (sticky notes will be needed to make marginal notes as students read *and* a commonplace book/journal will be needed for reflection).
- Written Essay Tests: these will be in-class and timed. These will be both announced and unannounced.
- Tests/Quizzes: These will test content knowledge and applications of literary and poetry analysis skills



Expectations: **Be Nice and Work Hard 😊!**

- **Cell Phones:** After class begins and attendance has been taken, cell phones should be off your body and out of view. You may use the “cell phone parking lot” to charge your phone, but the phone must remain up there for the entire period. You will be assigned a parking spot. Only “park your phone” in your assigned spot. Do NOT touch or move other students’ phones. Students will be able to use their cellphones for educational purposes **when directed by the teacher or students may politely ask to use it for an educational purpose.** *At all other times, devices should be away, out of view and off your person.* If the cell phone is in view, the teacher will direct you to “park it” for the rest of the class. If you are asked to “park it” more than once, you will be written up for a cell phone violation. All phones and Apple watches MUST be parked during tests.
- **Communication:** This course is demanding and I have high expectations, but I am reasonable and realize that sometimes things get overwhelming. Also, because we deal with literature and literature is a reflection of life, sometimes there are certain works that hit students hard and it isn’t easy to predict which pieces will resonate with each student. Please know that you can talk to me...I can’t always tell what is worrying you or overwhelming you—you need to let me know. Email me: rcarteeharing@cbsd.org or talk with me in person.
- **“Do Now”:** When you come into class, read the “do now” on the board and follow what it asks you to do. You will also see the daily agenda written on the board and reminders.
- **Attendance:** The best way to reach success in the course is to show up ON TIME to class every day and when you are absent to make sure that you find out what you missed. Turn in homework that was due when you were out, make up any class work missed and schedule a date to make up tests if you missed one when you were out- this needs to be done within ONE week of missing the test. If you know you are going to be out for a trip, vacation, etc. make sure I know.
- **Homework:** Most of the homework in this course will be reading, notation work, commonplace book entries, notes and poetry explication. It is important that students value the work as important for the course and important to their growth as a reader and writer. The level at which students will analyze literature requires more than ever expected before from students. Skipping, skimming and using other sources such as Cliff’s Notes, is NOT acceptable and will hinder students from doing well in this course. This is a college-level course and as such the reading and homework are an integral part of the day-to-day course discussion.
- **Paper Submissions:** All papers must be submitted both online on Canvas and in hard copy form. Student papers will be reviewed by Safe Assign to check to make sure submissions are student created and not plagiarized. **If a student is absent a day a paper is due, submission online should still take place and then a hardcopy of the paper should be turned in when he or she returns to class.**
- **Grades:** I do not post grades for major assessments online until I review assessments and my feedback and until you see the grade in class. If something is posted incorrectly in gradebook, feel free to ask me to check. I keep both paper grades and the online gradebook. Please do NOT wait until the last few weeks of a marking period to straighten out missing assignments- I will only take work one week or less from the due date. Do not have your parents email me about grades- you talk with me first.



Homework and Paper/Project Pardons & Late Work Policy:

It would be great if your life ran smoothly... if you never felt stressed, if you never had to juggle two major papers and a major test all due on the same day, if you never got sick, if your computer never crashed, if you never left your homework at home on your desk or in the printer, if your pets never died, if you never got in a fight with your best friend, your girlfriend, or your boyfriend, if you never forgot the book you needed to do your homework, if you never fell asleep while reading for your homework, if you never struggled with an assignment.....but then again you wouldn't be living life. Let's be reasonable; there will be times when things just aren't going your way and you feel like you need a break. But as a teacher I also need to make sure that I maintain a fair classroom atmosphere and that there isn't going to be one student who always has an excuse for why his homework or paper is not complete. So, here's the deal. You will receive **SIX homework Pardons and ONE Paper/Project Pardon** for the **COURSE**.

- Each **Homework Pardon** allows **24 hours** more to complete the homework assignment. When the homework is due, hand in the pardon filled out with the correct information. The homework must be received or shown to me no later than one day after the original due date. If the assignment was originally due on a Friday you may show it to me the next class day.
- The **Paper/Project Pardon** allows **ONE WEEK** more to complete the paper/project assignment. When the paper/project is due, hand in the pardon filled out with the correct information. The paper/project must be received no later than one week after the original due date.
- All other **LATE** work will be worth partial credit and will only be accepted within **ONE WEEK** of the original due date.



CHALLENGE and THE "DO-OVER":

My hope is that you will work hard during this semester and that you will see the challengers that I present as opportunities to learn. Learning involves struggle and I want you to have the ability to be okay with struggling and not have to worry about being perfect the first time for every assessment. The "do-over" allows you to literally "do-over" an assignment- the same exact test, quiz, paper, project, etc. **ONE TIME during EACH marking period**. Here is how it will work:

- In order to be eligible to use a do-over, students need to complete the work leading up to the assessment (for example: unit notes, reading notations, article work, graphic organizers). Students cannot use the do-over because they did not prepare for the assessment or complete the practice work leading up to the assessment.
- Once I return an assessment to the class, you will have 24 hours to submit your ticket to "do-over" the assignment.
- You must schedule to make-up the assignment or turn the paper/project in within one week of the assessments being returned. If you don't show to make-up the test or quiz or you do not submit the paper, your original grade will stand.
- If it is a paper or project, you must submit your original graded assignment with your "do-over"
- You cannot wait until the end of the marking period and choose which assignment to do-over.
- You cannot "do-over" an assignment you didn't turn-in on time originally or complete in class the first time. Tests that are done over have to first be attempted. **You cannot "do-over" the final exam or any course work handed in the last two weeks of the course.**



BONUS:

Because good students deserve something, at the end of each marking period students may turn in **one unused homework pardon** if they meet the following criteria. They will earn one percentage point on their overall marking period grade:

- No zeroes on assignments **or consistent late homework (meaning over three assignments)- all late work is tagged in IC**
- No unexcused absences or late arrivals
- No behavior issues and **no cell phone violations**
- **No late** major paper or projects

Please understand that I do not make it a practice to bump up students' grades at random. The above allows students a way to earn a positive change to a marking period grade. I will not change final semester grades.



Academic Integrity:

- Students are expected to submit their own work for evaluation, to give proper and accurate credit when other sources are used both in in-text citations and on a works cited page.
- Plagiarizing (copying) ideas or word for word text on homework, papers, projects, tests, etc. will result in a zero on the assignment. Student papers will be submitted through Canvas for plagiarism checks.
- Students should, unless otherwise noted, complete all work individually. Students should not allow other students to copy their homework or complete work for another student.
- Students should not use Cliff's notes, Spark Notes, and any other source as a substitution for reading a text. Nothing can take the place of the experience of the literature.
- **Be honest and be confident that you can write well when you spend the time reading, questioning and reflecting!**



Supplies Helpful for Class:

- A **folder** to keep all graded assignments **in the classroom to create a portfolio of work.**
- A **three ring binder** or a place to keep all handouts and notes- you will have many!
- Lots of **post-it sticky notes** to use for annotating the readings in our textbook and novels. Students will have the option to buy their own books if they prefer to annotate on the page.
- A journal/notebook to be used as a **commonplace journal**. This can be whatever you want- small or large, fancy or plain. It must be English only and you will need to carry it with you every day. You can preview the link on the AP Literature homepage for more information.



Grade Breakdown:

- **Marking Period: Marking Period:**
 - 20% Practice: Homework and Class Work/Participation
 - 80% Performance: Tests and Quizzes, Writing & Projects
- **Semester Grade:**
 - 30% - Term MP1 MARKING PERIOD
 - 30% - Term MP2 MARKING PERIOD
 - 30% - Term MP3 MARKING PERIOD
 - 10% - Term FINAL EXAM

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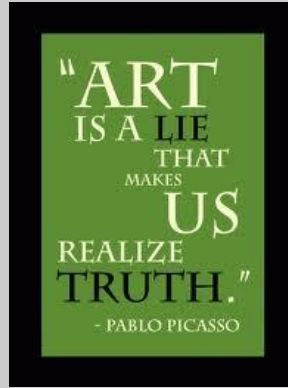
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-Pablo Picasso

To Do:

What you need to do:

- Please go to my website listed above and locate the **AP Literature and Composition Class** homepage and bookmark it.
- **Please read and review the class AP Literature and Composition Class Overview with your parent/guardian.** Then fill out the following student section and have your parent/guardian complete and sign the next section.
- Complete the **AP Literature Initial Survey** found on Canvas.
- Bring in the folder to keep in the classroom and get a notebook to use as a journal

Once you complete all of the above, you will receive your do-over and homework and paper/project pardons.

STUDENT NAME:

PERIOD:

Student Section:

I have read and reviewed the course overview and expectations. I understand the AP course goals and the teacher's expectations and late work policy. I am willing to take personal responsibility for my learning and I am ready to make the commitment necessary for success in this course. I will work hard and be nice at all times 😊.

Student signature _____

Parent/Guardian Section:

I read and reviewed the course overview and expectations. I read the AP course goals, the teacher's expectations and late work policy. I understand the commitment needed by my child for success in this course.

Student Name: _____

Parent/guardian NAME (please print): _____

Parent/guardian signature _____

*please flip-over to complete the backside

Parent/guardian, please take a moment to fill in the following:

Please describe your child's access to a computer and the Internet in your home: Often parents/guardians can give me insight into students that is valuable to me as a teacher. Please take a moment to **check one** of the following choices. You may choose to respond to none, one, some or all of the following questions. **Thank you for your time!**

- I do not wish to share any information about my child right now.
- I will email my response to rcarteharing@cbsd.org
- I have included my response below.

What do you see as your child's strengths in English class? What do you see as the areas in English class for which your child needs improvement?

What should I know about your child so that I may better help/understand him/her this semester? (As it pertains to English class, other classes, or non-school related items)

What are your thoughts/feelings/concerns/expectations, etc. about your son/daughter's senior year?

At the conclusion of this course, what would you see as a successful outcome for your child?