**Ms. Efford** **lefford@shelbyed.k12.al.us**

**Calera High School** **lefford@shelbyed.org**

**Course Syllabus** [**www.efford.weebly.com**](http://www.efford.weebly.com) **(website)**

**Advanced Placement English Literature and Composition                       2015 – 2016**

**A. COURSE DESCRIPTION:**

Advanced Placement English emphasizes three areas: close reading, discussion skills, and written responses to literature. Different advanced textbooks will serve as our resource for poetry, short stories, and supplemental drama throughout the year; the other works listed will challenge our reading comprehension skills and will be the subject of in-class and out-of-class papers. In addition, students will be asked to respond extemporaneously to literature we have not studied together as a class so that we can prepare for the A.P. exam in the spring.

**B. Skills Taught:**

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering

* structure, style, and themes
* social and historical values it reflects and embodies
* the use of figurative language, imagery, symbolism, and tone

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires

* writing to understand: informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, and response/reaction papers)
* writing to explain: expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
* writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:

* a wide-ranging vocabulary used appropriately and effectively

* a variety of sentence structures, including appropriate use of subordination and coordination
* logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis

* balance of generalization and specific, illustrative detail

* an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

**C.  TEXTS:**

Various advanced textbooks

*British and American poets*

*Assorted short stories*

Sophocles, *Oedipus the King*

**\***Miller, Arthur, *Death of a Salesman*

Chopin, Kate. *The Awakening*

Shakespeare, William. *Hamlet*

Shakespeare, William. *MacBeth*

**\***Dostoevsky, Fyodo *Crime and Punishment*

Shelley, Mary. *Frankenstein*

**\***Wilde, Oscar. *The Importance of Being Earnest*

Other works To Be Determined

**\*Works NOT provided to you by the school**

1. **STUDENT EVALUATION: Grades are based on percentages.**

**Grades:** Grades will be available on INOW.

 School-wide grading policy: **Gold Assignments: 60% of the student’s grade**

This category will consist of timed writing, major essays, and projects

 **Silver Assignments: 30% of the student’s grade**

This category will consist of quizzes, collaborative work, and class work

**Bronze Assignments: 10% of the student’s grade**

This category will consist of homework, small in-class assignments, multiple choice practice, and participation in class discussion

**E.  ADDITIONAL INFORMATION**:

1. It is your responsibility to see me regarding make-up work. Please check the website to see what readings you missed and complete them. If you miss a timed essay, you should plan to write it the same week either before or after school. You will need to make an appointment with me on the day you return to class.

2. Major out-of-class papers must be typed **and formatted correctly using MLA style**. Papers are due by class time on the due date. Students who turn in a paper to their teacher after the designated due date will receive a grade no higher than a C, with ten additional points taken off for each successive day the paper is late. Students who are absent the entire day a paper is due must turn in the paper during class time the day they return to school for full credit.

3.  I will be available for extra help after school in room C127. I encourage you to take advantage of this by scheduling an appointment with me. Teacher-student conferences will help develop your writing skills.

4. Students are neither to give nor receive help on written work.  Students may use ideas shared in classroom discussions or writing conferences with the teacher, but otherwise, all ideas presented in the student’s paper should be his or her own or documented appropriately.  I expect you to show integrity and pride in developing your own ideas. Plagiarism is the unacknowledged borrowing of another’s words or ideas. It will not be tolerated in this class. Plagiarism includes the undocumented use of Internet sources for research of “just ideas.” You must document any outside sources that you use. The penalty for plagiarism on a paper is a zero on the assignment, and a loss of trust in you. Students are encouraged to express their ideas to others both in class and outside of the classroom. However, all written work should be a result of an individual’s personal understanding of the material.

5. Participation is important, especially in an AP class.  If you do not feel comfortable asking questions or sharing your ideas in class, make an appointment after school and talk to me. You could also e mail me messages. Communication is essential.

**\*This syllabus is subject to change at the teacher’s discretion**