

GREAT FALLS HIGH SCHOOL ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION



Dear Student and Parent(s),

Welcome to Advanced Placement English! It is the goal of this class to provide meaningful thinking, speaking, listening, writing, and reading experiences for you, and that they in turn serve you to reason creatively, logically, and critically. The source of these experiences will be world literature. This course stresses research and literary analysis. This AP English course in Literature and Composition will engage you in careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, you should deepen your understanding of the ways writers use language to provide both meaning and pleasure for their readers.

Students may earn college credits by successfully completing the following opportunities:

- ☞ Students may take AP English as a “dual credit” course earning three to six college credits through MT Tech, a branch of the University of Montana. Students who select this option and successfully complete the course will receive credits on both a high school and a college transcript. Because of the common course numbering required by the Board of Regents, these dual credits will transfer to any Montana University System school. Students must have and complete the following requirements to earn credit:
 - ☞ have a minimum of a 2.75 GPA to enroll;
 - ☞ earn an 18 on the ACT or a 440 on the SAT writing;
 - ☞ pay \$148.74 and pass with a “C” or higher for three credits of English Literature (L112) in the fall; and/or
 - ☞ pay \$148.74 and pass with a “C” or higher for three credits of English Composition (Writing 101) in the spring.
- ☞ Students may take one or two AP English exams at the end of the year and earn credit and/or placement at most colleges and universities in the U.S., as well as colleges and universities in more than 40 other countries, through their qualifying AP exam grades. Students who pass with a “3” or higher will earn six college credits in MT universities and colleges. Each exam will cost approximately \$91. Students may choose to take the AP English Literature and Composition Exam and/or the AP English Language and Composition Exam. My students perform well on both exams.

Some students complete both. I’ll explain this later and what it means in terms of earning as many college credits as possible. Regardless of which choice the AP English students make, the course will be instructed, facilitated, and graded in the same college-level manner. Similar to the students who select the AP College Board option and take the AP exam in May, students who opt for the dual credit process will complete a proctored AP literature final during the school day. Students in this course will also take the first semester final during the GFHS semester test schedule.

It is the student’s responsibility to verify if AP credits and Montana credits will transfer to another postsecondary institution outside of Montana.

The following information has been taken from collegeboard.org.

Why take the AP Exam?

Benefits are academic and financial. You can enter a more advanced course in your field, replace the exempt course with a different one, or choose to graduate earlier. Because today's college degree requirements are more demanding, some students have to take another semester or two to satisfy them. In such cases, the value of AP is indisputable. Because of the selectivity of many universities, a student who has taken an AP course is usually considered to be a very desirable candidate.

Components of the Literature Exam- Thursday, May 3, 2017-- \$91.00

Section I: Multiple Choice

Time: 1 hour

Number of Questions: Approximately 60

This portion contains multiple-choice passages addressing clear insight of the complexity of the passages and close reading from students.

Section II: Free-Response Timed Essays

Time: 2 hours (40 minutes each)

Number of Questions: 3

1. Poetry Analysis Essay (2007)

*In the following two poems, adults provide explanations for children. Read the poems carefully. Then write an essay in which you compare and contrast the two poems, analyzing how each poet uses literary devices to make his point.

“A Barred Owl” by Richard Wilbur

“The History Teacher” by Billy Collins

2. Style Analysis Essay (2007)

*Read carefully the following passage from Dalton Trumbo's novel *Johnny Got His Gun* (1939). Then write a well-organized essay in which you analyze how Trumbo uses such techniques as point of view, selection of detail, and syntax to characterize the relationship between the young man and his father.

3. Open Essay (2007)

*Many writers use a country setting to establish values within a work of literature. For example, the country may be a place of virtue and peace or one of primitivism and ignorance. Choose a novel or play in which such a setting plays a significant role. Then write an essay in which you analyze how the country setting functions in the work as a whole. Do not merely summarize the plot.

Components of the Language Exam- Wednesday, May 10, 2016-- \$91.00

Section I: Multiple Choice

Time: 1 hour

Number of Questions: Approximately 60

This portion contains multiple-choice passages addressing clear insight of the complexity of the passages and close reading from students.

Section II: Free-Response Timed Essays

Time: 2 hours (40 minutes each)

Number of Questions: 3

1. Synthesis Question (2007)

Directions: The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. Synthesis refers to combing the sources and your position to form a cohesive, supported argument and accurately citing sources. *Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.*

Introduction:

That advertising plays a huge role in society is readily apparent to anyone who watches television, listens to radio, reads newspapers, uses the Internet, or simply looks at billboards on streets and buses. Advertising has fierce critics as well as staunch advocates. Critics claim that advertisement is propaganda, while advocates counter that advertising fosters free trade and promotes prosperity.

Assignment:

Read the following sources (including the introductory information) carefully. **Then, write an essay in which you develop a position of the effects of advertising. Synthesize at least three of the sources for support.**

2. Style Analysis Essay (2007)

In the passage below from *Staying Put: Making a Home in a Restless World*, Scott Russell Sanders responds to an essay by Salman Rushdie, a writer who left his native India for England. Rushdie describes the “effect of mass migrations” as being “the creation of radically new types of human being: people who root themselves in ideas rather than places.” Read the Sanders passage carefully. Then write an essay in which you analyze the strategies Sanders uses to develop his perspective about moving

3. Open Essay (2007)

A weekly feature of *The New York Times* is a column by Randy Cohen called “The Ethicist,” in which people raise ethical questions to which Cohen provides answers. The question below is from the column that appeared on April 4, 2003.

At my high school, various clubs and organizations sponsor charity drives, asking students to bring in money, food, and clothing. Some teachers offer bonus points on tests and final averages as incentives to participate. Some parents believe that this sends a morally wrong message, undermining the value of charity as a selfless act. Is the exchange of donations for grades O.K.?

The practice of offering incentives for charitable acts is widespread, from school projects to fund drives by organizations such as public television stations, to federal income tax deductions for contributions to charities. In a well-written essay, develop a position on the ethics of offering incentives for charitable acts. Support your position with evidence from your reading, observation, and/or experience.

My course consists of the following College Board requirements taken from collegeboard.org:

READING

Close reading of a literary text involves three key elements: **experience**, **interpretation**, and **evaluation**.

Experience includes the subjective dimension of reading and responding to literary works, including critical impressions and emotional responses. Interpretation includes the analysis of literary works through close reading to arrive at an understanding of the multiple meanings. Evaluation is both an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.

Through the course, you will learn:

- ∞ how to make careful observations of textual detail;
- ∞ how to establish connections among your observations; and
- ∞ how to draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value.

WRITING

The goal of your writing in this course is to increase your ability to explain clearly, cogently, even elegantly, what you understand about literary works and why you interpret them as you do. Emphasis is placed on helping you to 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.

HOME AND CLASSWORK

As an important part of school, homework allows the student the opportunity to practice a concept, to study a new piece of literature, to read at his/her leisure. It follows logically that coming to class prepared for the day's lesson(s) is essential. The quality and progress of our discussions depend wholly upon the preparation of everyone. With this in mind two types of grades are possible:

1. Process grade: The student is not graded by any criteria, but rather full points are earned for having completed the assignment or zero points for not being prepared for the day's lesson.
2. Evaluation grade: A letter or point grade is assigned based on criteria or by number correct. According to GFHS English Department policy, any essay may be rewritten as often as you wish according to teacher guidelines.

I use the College Board AP grading scale of 1-9. An A = 9, 8; B = 7, 6; C = 5; D = 4, 3; F = 2, 1. We will consistently use the AP rubric which will be presented to you for your English binder.

Homework will be handed in upon my request, usually at the beginning of class. An assignment turned in on time and done to my specifications (complete sentences, and earnest attempt, etc.) will be given credit. Extensions should not be expected. One or two zeros in the course of a quarter probably will not hurt a grade, more than that indicates a problem with which we will have to deal. Remember, I do not take late homework.

Every student will have two days per day of excused absence to make up assignments or classwork. All make-up will be listed in my assignment notebook located on my desk. It will be the student's responsibility to read the entries for the days missed and get that work in within the time allowed. (Example: Absent on Monday and Tuesday, assignments and work will be due the following Monday, no later than 3:30). Check the MOODLE calendar for assignments. When a student is absent, the last homework assignment that he/she knew about is due on the day of return.

Missed quizzes may be made up in alternate ways (writing out questions, another quiz, etc.) An alternate assignment will be written in the make-up notebook.

Please use a three ring binder with loose leaf paper for your assignments. Frazzled edges are unacceptable. All papers are headed the same way and are placed flush on the left hand side of the page. All assignments and timed writes must have this heading.

[your name]
Mrs. Baroch
AP English; Period
Date [Assignment Due]
Type of Assignment [Character Analysis]
Draft # [for multi-draft essays]

For all essays, please, remember to keep all pre-writing, shaping, and drafts. When you revise an essay, you must include the first draft and the grade sheet. Unless you are rewriting a particular essay, all essays are kept in your writing folder in the classroom. You will become familiar with the APA format in typing multi-draft essays.

All works will require reading criticism and writing at least one essay. Last year, students wrote approximately twenty-five first draft essays. We will also focus on the major units of style analysis and poetry analysis which will prepare you for the Advanced Placement Literature and Composition exam. Below you will find a syllabus with expected works to be completed:

- ☞ *Things Fall Apart*
- ☞ *The Kite Runner*
- ☞ *Jane Eyre* (Last year, some students volunteered to read and discuss on their own time.)
- ☞ *Animal Dreams*-- Style Analysis Essay
- ☞ *Oedipus*-- Persuasive Essay: "Innocent or Guilty"
- ☞ "The Book of Job"
- ☞ *Man's Search for Meaning*—Holocaust Virtual Tour of the USHMM
- ☞ *Night*
- ☞ *The Metamorphosis*
- ☞ *Hotel on the Corner of Bitter and Sweet*
- ☞ *Frankenstein*
- ☞ *Inferno*
- ☞ *Rime of the Ancient Mariner*
- ☞ from *Beowulf*
- ☞ Major POETRY unit with research essay, multi-media presentation, and formal speech
- ☞ *Ethan Frome*
- ☞ *Hamlet*
- ☞ *Rosencrantz and Guildenstern are Dead*
- ☞ Dystopic Novels-- *Brave New World*, *1984*, *The Handmaid's Tale*

The *Style Analysis Unit* mentioned above will prepare you for literary analysis. You will be expected to memorize, recognize, and analyze the following fifteen terms:

- ☞ Tone
- ☞ Attitude
- ☞ Diction
- ☞ Language
- ☞ Figurative Language
- ☞ Figures of Speech
- ☞ Detail
- ☞ Imagery
- ☞ Point of View
- ☞ Organization
- ☞ Structure
- ☞ Sentence Structure
- ☞ Syntax
- ☞ Phrasing
- ☞ Irony

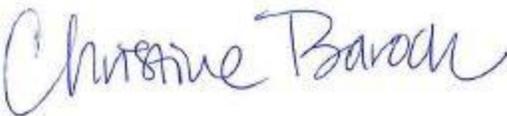
Students may visit my **MOODLE** site~ They have directions for this.

☞ The site contains additional information on the following:

- ☞ The AP Literature and Language Exams
- ☞ Lesson Plans
- ☞ Monthly Calendars
- ☞ Uploading Essays to turnitin.com
- ☞ APA Documentation
- ☞ Expectations and Grades

I am truly looking forward to a great school year. Please contact me at GFHS [268-6379] if you have any questions.

Sincerely,



Christine Baroch-- christine_baroch@gfps.k12.mt.us
cbaroch.weebly.com