



## AP® English Literature and Composition School Year 2014-2015

Ms. Ngoc Tran

Rm. G101

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The Advanced Placement English Literature and Composition high school class is a UC-approved, year-long course designed for students who aspire to deeply study and analyze various genres and periods of English literature. This course has an open admission policy that requires students to have good work ethics and the desire to be lifelong learners. All students who want to strengthen their analytical thinking, reading, and writing skills belong in AP English Literature and Composition.

### **Goals:**

You will explore a variety of genres and literary periods, critically read awesome works that touch the human soul, write masterfully about the literature you encounter, habituate yourself to the rigor of college-bound work, acquire a set of analytical skills you will use throughout your lives, and pass the AP Exam with a 3 or better.

### Students will

- explain clearly, cogently, and elegantly what they understand about literary works and why they interpret them as they do
- read independently from recommended lists of authors and novels
- engage daily in readings from the textbook and other core novels
- write expository, analytical, and argumentative essays regularly
- study aspects of writing such as conventions, structure and style
- make presentations using PowerPoint and other technologies
- commit to taking the AP Exam with all your effort
- be exemplary models of the best students at school



### **Writing:**

#### **In-Class Timed-Write “Wonderful Writing Workshop”:**

You will produce one essay per week. These essays will go through the writing process of drafting, revising, editing, and finalizing. First, you will draft your essay within a 35-minute timed writing environment **every Monday**. Once you turn that in, I will grade and edit the draft. You will have time in class to do many peer-editing sessions and conference with me about your writing progress.

You will write weekly explicative papers on passages from literature. You will need to know how to explicate, or perform a close reading of any literature. You will receive expository, analytical, argumentative, and creative writing assignments that are based on our class readings, discussions, etc. The types of writing in this course are diverse, but include writing to understand, explain, and evaluate. There will be critical questions that require that you evaluate the effectiveness, the choice of diction, the art of syntactic structures, the rhetoric, the logic and organization of the literary work.

In other words, every week, with a few exceptions, you will be given a timed, writing prompt. To

simulate the time that you actually have to write during your AP Exam for each writing prompt, you will have exactly 40 minutes. So, as soon as you get to class on writing days, you should get started. No talking. Don't distract others. Put pen to paper and write. I will adapt writing prompts from sample and old AP exams, college personal statement questions, as well as the district/school's expository timed writing prompts given to all 12<sup>th</sup> graders in our district, and everywhere else I deem appropriate to engage your interest and learning.

### **Writing Portfolio:**

You will keep all your timed writing drafts, rewrites, peer critics, and final productions together in a manila folder in my classroom. At the end of every quarter, you will meet with me to discuss your writing progress; I will give you as much feedback as possible and establish your individual writing goals. You will select your best work from your weekly writing assignment to revise and rewrite. By the end of the year, you are expected to have at your "best" essays to turn in for final evaluation.

### **Writing Rubric:**

Essays will be evaluated with the standard AP rubrics for poetry, prose and open-ended questions. For materials that are not directly related to an AP prompt, I will use generic rubrics containing the general language and areas of concentration used to evaluate AP essays for prose analysis, poetry analysis, and open-ended questions. You will also use these rubrics to edit one another's paper in routine Peer Editing Circles. The scoring is from 9 (highest) to 0 (lowest).

### **Handouts and Notes:**

You will receive prep tests, poetry, vocabulary, grammar, literary work packets, notes and handouts throughout the year. You will closely read and explicate a particular poem, noting its literary devices and the poet's unique style. You will discern the vocabulary words within your assigned readings as well as make use of those vocabulary words in your daily communicative life. You will apply the grammar rule to your writing and I will grade your essays and papers with more awareness for those specific conventions. You will also study etymology and recognize root words and affixes to understand how word dissection will help you expand your own personal word bank. You will complete assigned projects that showcase your knowledge of our core novels. These packets are ongoing assignments that will keep growing and developing throughout the school year.

**At the end of the week, you must show completion of whatever required assignments and/or projects in order to take the weekly Quiz. No exceptions.**



### **Course Core Novels**

You will read a sundry of literary works together as a class. You will be assigned to read a major part of each work at home, but I will also make available time in class to discuss critical passages. The following is list of core novels that you will check out at our library:

1. *Macbeth* by William Shakespeare
2. *King Lear* by William Shakespeare
3. *Hamlet* by William Shakespeare
4. *Pygmalion* by Bernard Shaw
5. *Wuthering Heights* by Emily Bronte
6. *Jane Eyre* by Charlotte Bronte
7. *The Alchemist* by Paulo Coelho



### **Textbook:**

1. *The Bedford Introduction to Literature*  
Meyer, Michael, et al. *The Bedford Introduction to Literature*. Boston: Bedford/St. Martin's. 2011.
2. *Perrine's Literature Structure, Sound, and Sense, Twelfth Edition*  
Johnson, Greg and Thomas R. Arp. *Perrine's Literature Structure, Sound, and Sense, Twelfth Edition*. Stamford: Cengage Learning. 2015.

### **Book Clubs:**

You will read in groups 1 novel per quarter for a total of 4 novels by the end of the year. Think of these books as group reading and also independent reading, with very little help from me. You will have class time **every week on Thursdays/Fridays** to meet with your Book Club to discuss or read your novels, so please have your book with you.

At the end of the quarter, you will present, as a group, your novel to the whole class.

The following lists are the novels you may choose from (all available in our school library):

CHOOSE 1 for EACH QUARTER!

#### **Quarter 1: American Literature**

1. *The Adventures of Huckleberry Finn* by Mark Twain
2. *The Woman Warrior* by Maxine Hong Kingston
3. *The Scarlet Letter* by Nathaniel Hawthorne
4. *Beloved* by Toni Morrison
5. *Fahrenheit 451* by Ray Bradbury
6. *The Great Gatsby* by F. Scott Fitzgerald
7. *The Catcher in the Rye* by J.D. Salinger

#### **Quarter 2: Plays and More Plays**

1. *Oedipus Rex* by Sophocles
2. *Antigone* by Sophocles
3. *Julius Caesar* by William Shakespeare
4. *A Midsummer Night's Dream* by William Shakespeare
5. *The Tempest* by William Shakespeare
6. *Twelfth Night* by William Shakespeare

7. *The Importance of Being Earnest* by Oscar Wilde
8. *Death of a Salesman* by Arthur Miller

#### Quarter 2: Just What Ms. Tran Loves

1. *Pride and Prejudice* by Jane Austin
2. *Grendel* by John Gardner
3. *Great Expectations* by Charles Dickens
4. *The Joy Luck Club* by Amy Tan
5. *To Kill a Mockingbird* by Harper Lee

#### Quarter 4: One Last Look (I reserve the right to add to this list later in the year)

1. *Frankenstein* by Mary Shelley
2. *Obasan* by Joy Kogawa
3. *Their Eyes Were Watching God* by Zorah Neale Hurston
4. *Heart of Darkness* by Joseph Conrad

You are responsible for the safekeeping of every book that you check out from the school library. At the appropriate time, it is your responsibility to return your books to the school library. You will have to pay for all lost or damaged books. So, don't lose them. Find a safe, clean, and easily accessible place to keep these books. Other reading excerpts and essays, pertaining to the unit of study, will be provided by me throughout the school year. You are required to keep all handouts in a notebook binder that is kept solely for this course. More details will follow.

#### **Notebook Binder:**

As mentioned above, you need to have a 3-ring notebook binder, no less than 2 inches in depth, used only for this course. You will keep all handouts, graded quizzes and essays, as well as class notes in this binder without throwing anything away until the end. I will set up dates for notebook checks. Please prepare 5 dividers labeled as such:

1. Handouts & Notes
2. Poetry du Jour
3. Book Club
4. Tests/Quizzes
5. Grades/Progress Report



#### **Class Discussions:**

Class discussions are interactive, engaging, and thought-provoking. At least once every month, we will have a Socratic Seminar, or other types of discussion forums, on the themes and questions related to our core novel. Be prepared to participate, demonstrate your knowledge of the novel, and respond to one another's thoughts.

#### **Study & Review:**

It is imperative that you study your notes, review your notes, reread all readings, revise your writings, and do well on quizzes and tests. You should use flashcards for vocabulary words and keep your graded work organized and at hand. Furthermore, I will have review activities during class time.

#### **Tests & Quizzes:**

You will be tested every week at the end of the week, be it **Thursday or Friday** (depending on

your class period). These Tests consist of the entire week's learning, class notes, and reading assignments. To replicate the multiple-choice section of the actual AP exam, all weekly tests will be multiple-choice.

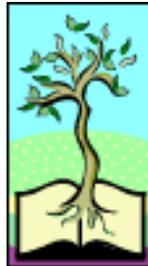
You will have diagnostic assessments, A.P. practice tests, unit exams, quarterly reviews, benchmarks, and semester finals along the way. Study all the time and sustain your enthusiasm.

### **Projects:**

There will be several major research and/or creative projects in the classroom. These projects are meant to train you well in the processes of researching, interviewing, citing, reporting, and presenting. However, and more relevantly, I hope these projects will provide you with the skill to help you understand your community and who you are as an individual in that society.

#### Major Projects:

1. Summer Assignments
2. Book Clubs
3. Lineage Tree
4. The Shakespeare Project
5. The Bronte Project
6. Website Project
7. Senior Multimedia Project



### **Taking the A.P. Exam:**

You are expected to do the best you can during the Advanced Placement Examination in English Literature in May 2015. If, for some circumstantial situation, you do not take the A.P. exam, you will then sit through an equivalent exam, which will be graded by your teacher, in English class on the same date as the official exam.

### **Grades**

I try to grade a couple of things: summer assignments, weekly tests, daily quizzes, major projects, and essays. Of course, you will be assigned other assignments, but for the most part, they are checked for completion and accuracy. However, when you are assigned discussion questions, worksheets, or smaller projects, but you fail to complete them, you will not be allowed to take the weekly test.

### **Weekly Test Scale:**

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 0% - 59%

### **Assignments Grading Symbols:**

- √ = Collected/Done = can take week's test
- L = Late
- R = Redo
- Ex = Exempt

M = Missing = cannot take week's test

Remember, that you only get the higher weighted grade point for a C or better in this course. Understand this expectation thoroughly. Please consider that most colleges and universities do not accept "D" grades as passing. In other words, a "D" is just the same as an "F" grade.

### **Plagiarism and Academic Dishonesty:**

***Honesty is the only policy!!!*** Plagiarism includes quoting or paraphrasing sources without acknowledgement, submitting work produced either wholly [or partially] by someone else, or with the unauthorized assistance of someone else, and copying someone else's paper.

**Any student who is deemed to have engaged in any type of plagiarism or academic dishonesty will receive an automatic "F" (zero credit) FOR THE ENTIRE QUARTER! FOR THE ENTIRE QUARTER!!!!**

This policy applies to all assignments throughout the whole school year. Additional penalties may be imposed at the option of the teacher."

### **Distractions:**

Anything that distracts from the focus of learning, please do not bring into class. All distracting items such as cell phones, headphones, iPods, cd players, etc. will be confiscated and given to an administrator if seen out in the open during class time. You cannot just have it out on the table even if it's off.

### **Classroom Rules:**

Let's keep it simple. There are just a few things to follow in this class that will make a good classroom environment for everyone:

**BE KIND**

**WORK TOGETHER**

**LISTEN TO MS. TRAN**

**DO THE WORK**

**BE PREPARED**

**RESPECT YOURSELF AND OTHERS**

**KEEP CLASSROOM CLEAN (NO EATING)**

**NO CELLPHONES OR DANGLING PLUGS**

### **Tutoring**

You should think of tutoring in my class as not only time to speak to me one-on-one to clarify questions, but also a time to read and study quietly. I am available at the following hours:

Monday –Thursday: 7AM-7:50AM; Lunchtime; or by appointments

Parents, please feel free to contact me at [trann@centinela.k12.ca.us](mailto:trann@centinela.k12.ca.us) or at [310-263-2200](tel:310-263-2200) ext. 507101.

### **Attendance:**

Please read over the *Parent and Student Handout* pages 15-17, which can be found on the Leuzinger website at <http://www.leuzinger.org>. Details about absences, tardiness, and truancy issues are explained. My word of advice is just not to be absent unless it is an emergency. Your success in this classroom is dependent greatly on your attendance.

### **Bathroom Passes:**

Unless otherwise stated in a legal document, such as an IEP or doctor's note, all students will have **no more than 5 passes** to go to the restroom during class time in 1 semester. If students use up all of their passes and continue to go to the bathroom, missed class time must be made up during nutrition, lunch, or before school, according to Ms. Tran's directions. Be mindful and go to the restroom before school starts or during breaks only.

**Class Contract:**

Now that you have read the A.P. Literature Class Syllabus, please sign and fill out below and return to the teacher.

**Teacher:** I will be fair and consistent in carrying out the guidelines in this syllabus.

Signature:                     *NgocTran*                     Date:   08/20/2014  

**Student:** I have read this contract and understand it. I will honor it as a student of Leuzinger.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name Printed: \_\_\_\_\_

**Parent/Guardian:** My child has discussed this class syllabus with me and/or I have read it myself. I understand and support it.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Name Printed: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Parent/Guardian's Phone #: \_\_\_\_\_ Best time to call: \_\_\_\_\_

Parent/Guardian Email Account: \_\_\_\_\_





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**School Year 2014-2015**

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Dear Parents:

Tonight, please email me at [trann@centinela.k12.ca.us](mailto:trann@centinela.k12.ca.us). Please introduce your name and who your child is in my class. This way, I may reach out to you more efficiently through email. Thank you for your commitment to your child's education!

Also, please help your child gather the materials listed below by this coming Monday.

Best regards,

***Ngoc Tran***

Ms. Tran

**Required Daily Materials: due by Monday, August 25, 2014**

All students are required to bring the following supplies to English class EVERY DAY.

- Lined College-ruled Paper (loose-leaf, not bound in notebook)
- Several Pencils
- Several Pens (different colors are preferred)
- 2 Highlighters
- A 2-inch, 3-ring binder
- 5 subject dividers
- Optional materials: color pencils, markers, glue sticks, scissors, pencil sharpener

