

Advanced Placement English Syllabus

Unit One

Man's Relationship with His Inner Being (explores the darkness inherent in man; examines choices and how they impact others; explores power and control; etc.)

Summer Reading

Lord of the Flies William Golding

Wuthering Heights Emily Bronte

Frankenstein Mary Shelley

Heart of Darkness Joseph Conrad

Unit Two

Man Expresses Himself in Prose (analysis of the short story)

“The Lottery” Shirley Jackson

“A Rose for Emily” William Faulkner

“The Yellow Wallpaper” Charlotte Perkins Gilman

“Sweat” Zora Neale Hurston

“Desiree's Baby” Kate Chopin

“The Story of an Hour” Kate Chopin

Unit Three

Man and His Relationship to Deity (focuses on tragedy; development and downfall of the hero; religious conflict in literature; etc.)

The Theban Plays Sophocles

“Oedipus Rex”

“Oedipus at Colonus”

“Antigone”

The Odyssey Homer

“The Hairy Ape” Eugene O'Neill

“The Metamorphosis” Franz Kafka

Unit Four

Man Expresses Himself in Verse (Poetry Unit)

Includes various poems, focusing on narration, description, metrics, tone, imagery, and theme. A list of specific poems will be provided as we progress through the unit.

Poetry project and presentation

Unit Five

Man's Awareness of Himself (focuses on man's individuality and worth to society; consequences of choices; human behavior and its impact on the self and society; etc.)

Their Eyes Were Watching God Zora Neale Hurston

Macbeth William Shakespeare

Hamlet William Shakespeare

Literary Adventure

Unit Six

Man's Relationship with His Fellowman (focuses on man's role in society; social conflict; man's role as spokesperson for humanity; etc.)

The Canterbury Tales Geoffrey Chaucer

“A Modest Proposal” Jonathan Swift

This is a tentative syllabus; therefore, it is subject to change. Additional poems, short stories, A. P. practice tests, and essays will be dispersed throughout the year as time and thematic units dictate.

Remember that supplemental readings need to be completed each grading period and submitted in the form of a journal.

Evaluation

Evaluation in the Advanced Placement English course is based on both individual growth and numerical values. Students enter the course with varying degrees of maturation in both written and oral communication skills. Peer interaction is vital to the learning process, so participation in class discussions is critical for improving oral communication as well as developing respect for varying opinions. Critical themes and timed writings gauge growth in analysis and composition skills. For this reason, a number of subjects and issues are utilized to generate upper level critical thinking and writing skills – analysis, synthesis, and evaluation. Students are urged to practice conciseness in written expression. As maturation occurs in this skill, students learn the skills of focus, diction, and more complex sentence structure.

A check-quiz or impromptu theme may precede discussion of literary selections. Both indicate the level of understanding of the text and the depth of interpretation or deeper meaning in the selection.

Supplemental readings offer students the opportunities to imitate, emulate, and learn from those who have found success in critical analysis. These works offer insights into selections, which may become the basis for discussion and for composition.

Criteria for evaluation:

Class participation and discussion

In-class themes

Prepared themes

Check quizzes

Supplemental readings (journals – 10 per grading period)

Online Discussions

Objective tests

Group projects

Individual projects

Oral presentations

Literary/Poetry analysis

Scale:

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

Advanced Placement/CHS English

Syllabus and Overview

The Advanced Placement English course is an elective designed for a limited number of seniors who have demonstrated reading and writing skills comparable to those expected in an introductory college-level course. In this course, critical reading and analysis of literature are stressed with emphasis placed on language, characterization, situation, and theme. Individual works are considered for their structure, meaning, value, and, where applicable, for their significance to contemporary experience as well as to the time in which they were written. Students are involved in correlating individual works discussed in class with supplementary readings completed outside of the class as independent study (journals). They are encouraged to compare their reactions to literary works with those of their peer group and of the literary critics. Discussion plays a vital role in this course; it challenges the students' critical thinking skills and requires success in verbal communication. The teacher should act as facilitator; group discussion should stimulate ideas and increase understanding of the work in question.

This course also requires the study and practice of writing, which emphasizes concise and effective use of language, coherent organization of ideas, and objectivity. Papers are written both in and outside of class. In-class themes challenge the student to react under pressure, organize thoughts, and complete a coherent composition within a forty minute period. This is a vital part of the preparation for the Advanced Placement English Exam. Prepared themes give the student time to consider the question, react to it, write a rough draft, and rewrite it in hopes of improving the original. Papers vary in length, but the papers written during the second semester are often longer than those written earlier in the year. Students will be expected to complete an in-depth analysis of a novel of their choosing.

AP English attempts to teach students how to read works of literature and how to express themselves about those works.

*Due to the additional workload and the requirements of an advanced class, students merit an additional quality point as per the district policy.

**This course provides the proper background for taking the AP Literature and Composition Examination. Additionally, it is offered as a CHS course in affiliation with a local college/university for optional college credit. Both options require a fee.

Guidelines for Success
Senior English 12 – Advanced Placement /CHS
Mrs. Wemyss

- Classroom Guidelines:**
- 1. BE RESPECTFUL**
 - 2. BE AN ACTIVE LEARNER**
 - 3. BE COURTEOUS**
 - 4. SMILE!**
- These are in addition to the school's policies.**

*In addition, please respect the following **BRAVE** standards of behavior:*

Be safe: Listen to staff and maintain personal space.

Respect others: Be on time, be polite, and use appropriate language and tone.

Be accountable: Be prepared, be honest, do your own work, use electronic devices only when permitted.

Be victorious: Do your best work and celebrate academic success.

Be enthusiastic: Have a positive attitude and take ownership of learning.

Be prepared for class. Have your pen, pencil, book, notebook, paper, notes, homework, charged iPad, etc. with you daily. You will not be granted trips to your locker because you are unprepared.

Maintain an organized notebook. It is your responsibility to keep track of your work. Please keep all worksheets and study guides in your notebook because you will not be given duplicate copies throughout the marking periods.

Track your grades. It is your responsibility to keep track of your grades throughout each nine-week period. You may use the online grade book to keep track of your grades. If tests, quizzes, or themes are returned when you are absent, they will be placed in your classroom folder for you. You may check your grades in your folders before or after class.

Make-up work and tests are *your responsibility*. If you are absent, it is *your responsibility* to find out what you missed. You will find a calendar and worksheet file on the desk by the door in the classroom. The daily assignments will be listed on the calendar and any worksheets will be filed in the bin with your name on them. If you have any questions, you can ask another student or see me before or after class. **For all make-up work (test, quiz, in-class theme, worksheets, reading assignments, etc.),** you will be given the **number of days you are absent** to complete it. **If make-up work is not completed as specified, it will result in a zero. This is a school policy.** Ex. Tuesday is a test day, and you are absent. You will need to be prepared to take it when you return on Wednesday. Every effort should be made to take it before/after school or during a study hall so you do not miss another day of class. **If you take it during class, you are still responsible for the work we accomplish that day just as if you were there. It's your work and your responsibility!** If you miss the day before a test, you will still be expected to take the test since all tests are announced in advance. You will find that each week's assignments are listed on the board on Monday. You are responsible for this information, and it should be logged in your handbook weekly. If you miss school on the day of a test, quiz, or theme, be prepared to take an alternate version of the assignment. (Be here!)

If you know you will be absent on a given day, please make arrangements to get your assignments in advance.

If you are in the school building, but not in my class due to a tardy, early dismissal, or fieldtrip, you are still expected to turn in any assignments that are due that day. You may deliver the assignment to me directly or have it placed in my mailbox in the main office. In addition, you may e-mail it to twemyss@efsd.net.

Class Participation. AP English will be what you make of it. Appropriate class participation is expected of all students everyday. Class participation includes, but is not limited to: bringing materials to class, participating in class discussions in an appropriate manner, answering questions, participating in group activities/presentations, taking notes during lecture and discussion, being attentive during all aspects of the class, being considerate of fellow classmates, and raising your hand. The following activities are inappropriate and will be noted and corrected: sleeping, putting your head down on your desk, acting in a manner that is disruptive or disrespectful, texting, using electronic devices inappropriately, and not working on assigned activities. You will receive a participation grade each marking period that reflects what you do/do not do while you are in this classroom.

Homework /Assignment Acceptance Policy and Standards/Academic Integrity. All assignments must be completed by the specified due date. Unless otherwise indicated on the specific assignment, due dates in AP are deemed as the last day the assignment will be accepted for credit. You are given ample time to complete all major assignments. If concerns arise, you must see me prior to the assignment's due date. You are welcome to submit your written assignments through e-mail.

Cheating, in any form (plagiarism, copying another student, "working together" without specific permission by the teacher, sharing electronically without permission to "work together") will not be tolerated and will result in a zero for the assignment for all parties involved. This includes all assignments given in this class. Additional disciplinary action will be taken if deemed necessary as per school policy. You will not be given the opportunity to make up the assignment. Make sure your work is your own; take ownership of your learning.

In addition, please keep the following in mind:

- *Accurately cite all sources*
- *Accurately represent your sources*
- *Read all assigned readings to assure accuracy*
- *Do not copy another person's work*
- *Do not give your work to others*
- *Proofread your work to assure accuracy*
- *Include a list of works cited for all compositions*
- *Do not download a composition from the internet*
- *Do not make up quotes that are not in the text you have read*
- *Do not write a paper for one course and turn the same paper in for another course*

Hall passes will be used sparingly. Keep hall pass requests to emergencies only. You **must** sign out when you leave the room.

Be here. Be on time and be ready to work. Three tardies will result in a detention. An **unexcused absence** will result in a **zero** for all assignments given that day. (This includes tests, quizzes, in-class writing assignments, homework, etc. ****This is school policy.**) Be here!

Be kind to substitutes. In the event that I am unable to be with you, please follow all directions and complete all assignments. Any assignments given by a substitute will be graded. Poor behavior will result in immediate disciplinary action upon my return.

Food and drinks are not permitted in the classroom without teacher permission.

Use of cell phones, iPods, iPads, personal computers, etc. is at teacher discretion.

iPads / phones should be turned off and put away unless in use for a specific assignment.

All bags should be placed on the floor or under the desk. Please adhere to the dress code.

Grading Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

If you have any question, concerns, comments, or funny anecdotes, please do not hesitate to come and see me. My door is always open, and I am available for extra help before/after school and during my lunch study.

Please feel free to contact me through phone or email if necessary.

(412) 896-2300 ext. 7803 (leave a message)

twemyss@efsd.net

Have a terrific year! Make the most of it!

Name _____ Period _____

I have read and understand the classroom guidelines listed above. I understand what my responsibilities are, and I will work hard to make my senior year a success.

Student Signature _____ Date _____

I have reviewed the AP/CHS English 12 Guidelines for Success with my son/daughter.

Parent/Guardian Signature _____ Date _____

Preferred Contact Number _____

Optional email _____