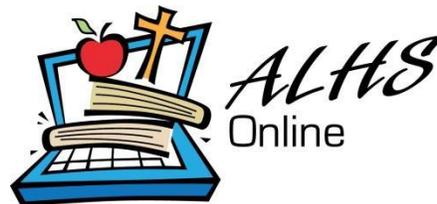


AP English: Literature and Composition

Course Syllabus 2020-21



Instructor: Mrs. Janet Fredrich, fredrijl@mlc-wels.edu
507-276-4474 (cell phone)
I am able to text but must receive your cellphone number in an email first. Once your number is entered into my contacts, I will respond to texts or calls from you.

Grade Level: 12

Course Length: Full year (2 semesters)

Credit: 1

Prerequisites: Three years of high school English, including upper writing experience, such as a research paper, with grades of B or above. However, those who are willing to work AND are academically prepared are welcome.

I. Course Description

This is a two-semester on-line course offered to college bound seniors with above average command of literature, language, and grammar skills. The course requires multiple reading selections and critical analysis of plays, novels, poetry, and short stories as well as basic computer skills and willingness to learn more computer skills. Through rigorous study, students will connect fictional literature and its elements to better understand universal themes and the bond between literature and history of the times. Through study and practice, students gain the understanding of the principles of effective writing and structures of writing for effective, intelligent communication of thought and understanding. Students will be strongly encouraged to take the national Advanced Placement Exam in May as a requirement of the course.

II. Course Outcomes

During the course students will:

1. develop accurate, analytic perspective through practice in close reading major British, American, and Classic texts representing genres of drama, novels, different forms of poetry, and short stories;
2. build and demonstrate a fluent, concise, and precise but flexible writing style through opportunities for practice;
3. identify and distinguish various forms and techniques of poetry (scansion, rhyme patterns, figures of speech, etc.) and how they affect or enhance the meaning of the works;
4. formulate independent, thoughtful, and analytical discourse during forum class discussion of literary works and/or the periods of history to which they are linked;
5. improve their vocabulary, remembering their definitions, and demonstrating their proper use within your writing;
6. examine previously learned literary terms and devices, discover new literary terms and their uses, and maximizing both in discussion or written arguments; and
7. evaluate and explicate literary works in reference to form and style and examine the skill needed to produce them.
8. Improve regular and clear communication skills through group responses and emails with instructor.

III. Course Content Outline for "Journeys and Tragedies"

Semester 1 Units

1. Introduction to the course and online learning
2. Introduction of literary analysis procedures, basics of literary elements, and quality writing
3. Overview of Summer Reading: *King Lear* (Shakespeare) and *Jane Eyre* (C. Bronte)
4. Drama: *Oedipus Rex* (Sophocles) Greek tragedy 460-425 BC TEXTBOOK
5. Poetry: Sonnets—Sidney, Spenser, Shakespeare and Donne TEXTBOOK
6. Drama: *Hamlet* (Shakespeare) Shakespearean tragedy 1602 TEXTBOOK
7. Poetry: Odes/Romanticism (Wordsworth, Shelley, Keats) TEXTBOOK
8. Novel: *Frankenstein* (Shelley) Gothic (Romanticism) tragedy
9. Drama: *A Dollhouse* (Ibsen) 1879 with "The Story of an Hour" (Chopin) 1894 TEXTBOOK

Semester 2 Units

1. Test Prep 1: Analysis of Poetry Essay and Free-Response Essay
2. Poetry: Dramatic Monologue form
"My Last Duchess" (R. Browning) and "The Love Song of J. Alfred Prufrock" (T. S. Eliot) TEXTBOOK
3. Test Prep 2: practice test – Poetry essay, Prose essay, Free-Response Essay, Mult. Choice
4. Novel: *Great Expectations* (Dickens)
5. Drama: *Death of a Salesman* (Miller) Modern Tragedy 1949 TEXTBOOK
6. War Short Stories and Poetry TEXTBOOK
7. Drama: *The Glass Menagerie* (Williams) 1945 TEXTBOOK
8. Final Test Prep, including national exam
9. Final Poetry – classic old and contemporary new TEXTBOOK

IV. Course Materials

Textbook – *Literature: An Introduction to Reading and Writing*, Roberts, Edgar V. and Robert Zweig. Longman (Pearson Education, Inc.), Tenth Edition, 2012. Print.

Paperback or Library books– *Great Expectations, Frankenstein, Jane Eyre, King Lear*

If you do not wish to purchase these books to begin your personal library, you will need to check them out of a school or public library for the duration of the unit during which each one is studied. If there is a copy online, you may access and read that instead of a physical book.

The following are credible sites to read the summer readings: For *Frankenstein* and *Great Expectations* you will be given electronic access to a credible manuscript.

Source for King Lear-- <http://www.folgerdigitaltexts.org/html/Lr.html>

Source for Jane Eyre--<http://www.fulltextarchive.com/page/Jane-Eyre1/>

Various YouTube and History Channel materials concerning some of the selections studied may be used.



V. Evaluation and Grading

Activities	10% of the overall grade
Quiz Assessments	20%
Unit Assessments	30%
Formal Essays	40%

In-class hand-written or word-processed 40-minute essays, that your proctor/supervisor will need to collect, scan, and email to me, will be graded on a 0-6 AP scale so you can track your abilities and improvements. Unless informed in advance that an essay would receive a percentage grade because it is related to materials we studied, these in-class essays do not become part of the gradebook. However, I do keep a record of them to track your progress toward improvement.

Each graded activity in the course is assigned a certain number of points. The course percentage grade will be determined by comparing the points earned out of the points possible and then converting to a letter grade based on the weight of the category (activities, quizzes, tests, or essays carry different weights). Late assignments will lose points for being late. After four days, late assignments revert to zero points.

Advanced Placement Grading Scale for AP English Literature and Composition

98-100	A+	87-89	B+	77 -79	C+	67-69	D+	0 – 59	F
93 –97	A	83-86	B	73-76	C	63-66	D		
90 – 92	A-	80-82	B-	70-72	C-	60-62	D-		

VI. Course requirements

- A. Students are expected to do the work prior to discussion. This means reading the selections and doing some preliminary work of explication for analysis. Students are not expected to know everything about the literary work we study, but they should actively analyze what they do know and understand about the selection.
- B. Throughout the year, students will handwrite a selection of 40-minute essays according to never seen before prompts. Students will be graded on the 0-6 AP scale to acquaint them with the exam essay style and to hone their skills of writing and analysis. The purpose is to help train you for the time constraints and format of the national AP exam in May as well as to help you express your thoughts clearly and concisely for the future. These practice grades are not part of your course grade but will be kept as a reference of initial results and progress in

writing skills and how they may fare on the AP exam essay portion.

- C. Formal essays will be required after the study of a work but are not part of every unit. **Formal essays are to be word processed in MLA format.** Specific parameters for threshold expectations, including essay length, et cetera, will be given with each essay. Help for citations and works cited can be found in the Purdue Owl, an extensive online reference.
- D. Students not only need to gain the skills necessary to be successful in analyzing various types of literature to gain a passing grade on the national AP test in May to achieve possible college credit, but also need to maintain quality work and *timely* effort to hold or even improve their current high school GPA for future transcripts to various educational institutions at a later date.

VII. Instructor Policies

Expected of the students in this course:

- A. **Check in on the course daily--Monday through Friday.** Generally, students have been scheduled by their school to work on this on-line course at a specific time each school day. Be faithful in using this time to work on this course. If you will be absent from class for other appointments, illness, appointments, college visits, Choral Fest, Band Fest, quarter break, field trips, or other school functions, **be sure to inform me.** None of these days excuse you from completing work and will not be an issue, unless you have no working computer at home. You will need to use weekends to continue reading to remain current or to work ahead. Expectations are higher for this course, but they are reasonable.
- B. **Being PROACTIVE is much better than being REACTIVE.** If you find you are approaching a very busy time and cannot make a deadline, you will need to **email me, your instructor, and ask for an extension at least 24 hours BEFORE the due date.** This means you have been working and are aware of the upcoming problem. When you make your request, it will be necessary to let me know why you need the extension and an idea of how long of an extension you will need– do not state a specific date but instead ask for an extra day or two days (etc.) depending on the obstacles in your path for completing on time. This is expected not to become a habit to ask for an extension but should be a failsafe in case something untoward happens that would prohibit you from being done by the due date. Every item included in the course has a purpose and is expected to be completed. A deadline is to be taken seriously.
- C. **Please communicate! Ask questions. I am unable to read your mind or your body language.**
 - If you have questions or concerns on a specific assignment or activity, please contact me by private e-mail or make a public posting in the Instructor’s Office Forum. I do not object to helping you with an assignment or clarifying the details. Communication will help your AP online experience have more success.
 - Also, if you receive an e-mail from your instructor with a question that needs an answer, it is common courtesy to respond to that message. **Please respond within 24 hours** so that I know you have received the information you need.
- D. **Plagiarism will not be tolerated.** More than not, you will be working with the actual text of the play, novel, or short story which would need to be cited. On occasion you may also need to check secondary sources as well as Internet sources and cite them. Your analysis of a work does not include copying someone else’s views as your own. Presence of plagiarism will result in a failing grade for that specific assignment. Your proctor and school administration will be informed of this, as well as parents or guardians. Repeat episodes may result in failing the class and may require some spiritual counseling at your individual school.

VIII. What students can expect of the instructor:

- A. **Corrected materials will be returned in a timely manner.**
- B. **I am dedicated to help you improve** in your understanding of various genres of literature, in your ability to analyze literature and literary devices, and to add finesse to your writing.
- C. **If you are willing to work with me, I am willing to work with you.** I am not opposed to answering questions or helping you understand an assignment or events in stories or poetry that may allude you.
- D. **Students will receive suggestions for improving essays.** None of us is perfect but suggestions will be offered by which you might improve your writing style or avoid grammatical or punctuational errors that crop up to serve as detractors from your message. All suggestions are meant to be constructive – things for you to think about and to try. Writing for different topics or for different audiences may require different styles. I am here to help.

IX. ALHS Online Policies:

Current ALHS Online policies are listed in the Handbook for ALHS Online Students and Parents, available on the ALHSO.org website. This includes policies on non-discrimination, anti-harassment, student expectations, attendance,

academic honesty, student discipline, student grades, course add/drop, etc.

Please note the ALHSO policy on class attendance which states in part:

“Even if a student’s local school does not have school on a particular day (snow day, teacher’s conference, quarter break, choral fest, class trip, etc.) ALHS Online courses will continue to meet and students are expected to complete required work on time.”

Students also fall under the policies of the school where they attend as a full-time student. When applicable, these same local school policies will be applied to enrollment in this ALHSO course.

CAMSCANNER

If you won’t be able to submit assignment on time from school or do not have a scanner at home to be able to submit assignments, but you do have a Smart Phone, I would encourage you to download the **free app** called *CamScanner*. It allows you to use your phone and take a picture of each page of your assignment through *CamScanner*, crop it, adjust the brightness, save it as a pdf, and send it to yourself through email. Once you access your email you can move that pdf assignment to the desktop and submit through Moodle. *CamScanner* allows you to crop the boundaries of each page so that all work will be visible and straight. It also allows you to brighten the background of each page to make the writing more visible. For the most part, homework is to be done with black or blue ink.

Former students were able to make use of *CamScanner* to keep on track with getting work in on time. They were able to scan and save their 40-minute essays and send them as attachments to emails. This made life a bit easier for them and for their proctor.

Proctors are still needed and required to scan and save as pdfs any quizzes or tests you take that are on paper. They are to send these pdfs to you so you can submit them through Moodle. Assignments that are not submitted through Moodle do not register as being completed.