

COURSE EXPECTATIONS

Welcome to AP English 12 (Literature and Composition). The following information is intended to help you have a productive and successful year. Read it carefully and keep it in your notebook.

COURSE DESCRIPTION: The Advanced Placement English course in Literature and Composition engages students in careful reading and critical analysis of imaginative literature including the following: poetry, drama, short fiction, and novels. Through close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays. Well-constructed creative writing assignments will help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, and even elegantly, what they understand about literary works and why they interpret them as they do. Students will create a final portfolio of selected writings.

UNDERLYING PRINCIPLES: AP English Literature and Composition students must understand that:

Reading is a contemplative art.

There is a difference between reading a selection and studying it.

Their reading must be both wide and deep.

It is essential to come to class prepared to discuss knowledgeably and to support assertions with text.

Each student must contribute to an open, respectful discourse.

To earn a year's worth of high school credit, students must continue to learn ALL year. (The Virginia Beach School Board's policy regarding senior exemptions from the Semester 2 exam applies.)

Students are expected to take the Advanced Placement examination in English Literature and Composition at the end of the year.

COURSE PREREQUISITE: English 11

CONTACT: 648-5700, Ext. 78767, janet.peterson@vbschools.com

REQUIRED TEXTS: *Perrine's Literature*
The Little, Brown Handbook

MATERIALS: Bring the following to class daily: your planner, textbook, loose-leaf notebook, loose-leaf notebook paper, blue or black pens, highlighters in 3 colors, and #2 pencils.

EVALUATION: Your 9-weeks grade will be calculated on a total points system with the total points you earned divided by the total points possible. The resulting percentage will be converted to a letter grade according to the scale approved by the Virginia Beach School Board. In general, tests and major compositions are 100 points, routine daily homework is 10, quizzes range from 10-50 points. Class participation is evaluated and assigned a point value periodically.

LATE WORK: Homework is collected at the **beginning** of the block. Homework turned in after that time is considered late. Routine daily assignments will not be accepted late. Major assignments delayed by unavoidable emergencies **may** be accepted late for reduced credit if they are accompanied by a note from a parent explaining the cause of the delay. **MAKE AN EFFORT -- NOT AN EXCUSE.**

MAKE-UP WORK: Students are allowed to make up tests, quizzes, and other graded classroom activities missed during an absence provided the absence has been excused within 3 days. Make up work must be completed within 3 school days of the absence. Homework collected during a student's absence is due upon his/her return to class. A student who is absent on a test day is expected to make up the test immediately upon returning to school. Upon returning from an absence, students are expected to participate fully in all class activities. Work due during a pre-arranged absence (including field trips) should be turned in prior to the absence.

EXTRA HELP: Extra help is available through the English Homework Club in Room 105 on Tuesdays between 2:15 and 4:14 and by appointment.

ETHICS: Unless an assignment is a group project, students are expected to work individually. Ideas and/or wording borrowed from another source must be properly cited. Adhere to the THS Honor Code.

COLLEGE PREPARATIONS: Complete your applications on your own time. When requesting a recommendation, provide a written request at least 2 weeks in advance. Provide at least 1 day's advance notice if you will be missing class time to meet with a college representative.

WRITTEN FORMAT: All work should be written legibly in blue or black ink on loose-leaf paper or typed on 8 ½" x 11 paper (double spaced). All work must have a heading (full name, block, date) in the upper right-hand corner, a title on the top line, and generous margins. Pages should be numbered and stapled together. Incomplete or carelessly done assignments will have to be redone before they are accepted for reduced credit.

CONDUCT: Be present, punctual, and prepared to stay inside the room for the whole block. Be in your assigned seat when the bell rings and stay in it until the dismissal bell. Listen quietly when the teacher or another student is addressing the class and during announcements. Keep heads up and eyes open. Work silently during reading, writing, and test-taking times. Take turns when participating in small or large group discussions, keeping your comments relevant, worthwhile, and appropriate. Stay on task. Make transitions quietly and efficiently. Obey school rules regarding food, beverages, clothing, and electronic devices. Straighten desks and dispose of litter before leaving. Behave respectfully toward your teacher and classmates.

READER'S LOG STARTERS

When I started reading this book, I thought...

I changed my mind about...because...

My favorite part of the book was...

My favorite character was...because...

I was surprised when...

I predict that...

I liked the way the writer...

I didn't like...because...

This book reminded me of...

I would (wouldn't) recommend this book to a friend because...

This book made me feel...

This book made me think...

This book made me realize...

While I was reading, I pictured... (Draw or write your response.)

The most important thing about this book is...

If I were (name of a character), I would (wouldn't) have...

What happened in this book was very realistic (unrealistic) because...

My least favorite character was...because...

I admire (name of character) for...

One thing I've noticed about the author's style is...

If I could be any character in this book, I would be...because...

I agree (disagree) with the writer about...

I think the title is a good (strange/misleading) choice because...

A better title for this book would be...because...

In my opinion, the most important word (sentence/paragraph) in this book is...because...

(Name of character) reminds me of myself because...

If I could talk to (name of character), I would say...

When I finished this book, I still wondered...

This book was similar to (different from) other books I've read because it...

This book was similar to (different from) other books by this writer because it...

I think the main thing the writer was trying to say was...

This book was better (worse) than the movie version because...

(Event in the book) reminded me of (something that happened to me) when...

Name _____

MAJOR WORKS DATA SHEET

2009 SYLLABUS

PRIMARY TEXTS

Perrine's Literature: Structure, Sound, and Sense
Little, Brown Handbook

SUMMER READINGS

Existential Novel: *The Stranger*
Protest Novel: *One Flew Over the Cuckoo's Nest*
Dystopian Novel: *1984*

SEPTEMBER

VBCPS Reading and Writing Pre-Tests
Works in Progress Folders
Introduction to the Novel: Summer Reading Seminars
Introduction to the AP Essay: Open Questions
Resume

OCTOBER

College Application Essay
Introduction to Poetry: Diction and Imagery
AP Essay: Poetry Prompts
Gothic Novel: *Wuthering Heights*

NOVEMBER

Poetry: Figurative Language
Poetry Research Project
Psychological Novel: *Heart of Darkness*
AP Essay: Poetry and Prose Prompts

DECEMBER

Poetry: Figurative Language
Victorian Novel: *Tess of the D'Urbervilles*
AP Essay: Poetry and Prose Prompts

JANUARY

Poetry: Allegory, Musical Devices, and Patterns
Coming of Age Novel: *The Awakening*
AP Essay: Poetry and Prose Prompts

FEBRUARY

Introduction to Drama
Renaissance Tragedy: *Hamlet*
Drama Research Project
AP Essay: Critical Analysis

MARCH

Theater of the Absurd: *Rosencrantz and Guildenstern Are Dead*
Shavian Drama of Social Reform: *Pygmalion*
AP Essay: Character Study and Linguistic Analysis
Comedy of Manners Novel: *Pride and Prejudice*

APRIL

Non-Fiction: Memoir
Portfolio Building
Review

MAY

Short Fiction
Portfolio Building
Shakespearean Comedy: *The Taming of the Shrew*

JUNE

VBCPS Writing Post-Test
Finalizing the Portfolio
Final Projects: The Trial of the Century and Meeting of the Minds

Describe the author's style:	An example that demonstrates the style:
Memorable Quotes	
Quotation	Significance

CHARACTERS			
Name	Role in the story	Significance	Adjectives

Setting:	Significance of the opening scene:
	Significance of the ending/closing scene:
Symbols:	Old AP Questions:
	Themes/Topics of Discussion:

