

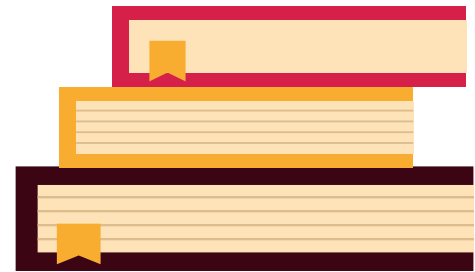
AP LITERATURE

This is an AP English Literature and Composition course. [Translation] This means that you are striving to earn college credit while in high school by doing well on the AP English Literature and Composition assessment at the end of the year. Everything within this course is included to help you prepare for the assessment, to help you develop the essential skills necessary to succeed in college, and to help you develop a foundation in literary study and critical writing. This year, we will be exploring a wide array of literary texts, including *The Odyssey* (Homer), *The Canterbury Tales* (Chaucer), *Hamlet* (Shakespeare), *Heart of Darkness* (Conrad), *Their Eyes Were Watching God* (Hurston), *The Great Gatsby* (Fitzgerald), *Dictee* (Cha), and *A Raisin in the Sun* (Hansberry). In addition to these core texts, we will explore a range of poems, articles, short stories, novel excerpts, and essays. You will be expected to write frequently. Throughout the year, you will develop the faculty to write critically through expository, analytical, and argumentative essays. We will also employ a lot of discussion-based learning, often engaging in Socratic-style seminars to brainstorm and share multiple interpretations of any given text. In a nutshell, this course involves copious amounts of reading, intensive writing loads, and a lot of fancy terminology and advanced vocabulary.

TRADITIONAL GRADING SCALE

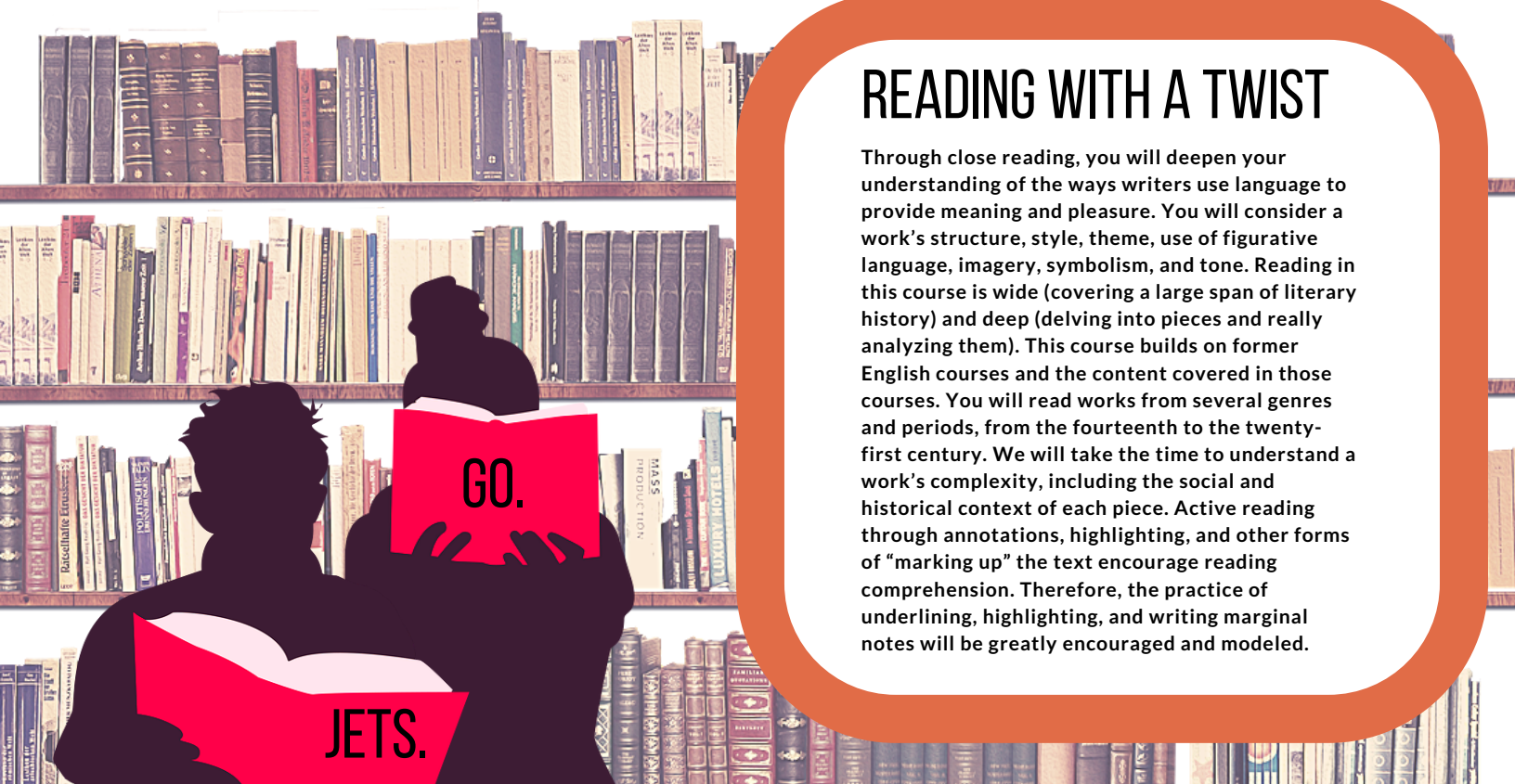
A	A-	B+	B	B-	C+	C	C-
94-100%	90-93%	87-89%	84-86%	80-83%	77-79%	74-76%	70-73%

Major assignments (compositions, novel exams, larger scale projects, some test prep) are weighted 90%. Practice & formative assessments account for 10%.



READING WITH A TWIST

Through close reading, you will deepen your understanding of the ways writers use language to provide meaning and pleasure. You will consider a work's structure, style, theme, use of figurative language, imagery, symbolism, and tone. Reading in this course is wide (covering a large span of literary history) and deep (delving into pieces and really analyzing them). This course builds on former English courses and the content covered in those courses. You will read works from several genres and periods, from the fourteenth to the twenty-first century. We will take the time to understand a work's complexity, including the social and historical context of each piece. Active reading through annotations, highlighting, and other forms of "marking up" the text encourage reading comprehension. Therefore, the practice of underlining, highlighting, and writing marginal notes will be greatly encouraged and modeled.



THE EDGE IN COMPOSITION

Writing is an integral part of the course and AP exam. Compositions will focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analyses dominate the course, creative writing opportunities serve to help you better understand the writing process from an insider point-of-view. The goal of writing frequently is to increase your ability to explain clearly and cogently **WHAT** you understand about literary works and **WHY** you interpret the text that way. An important thing to remember in these compositions is to initially convey “what” is being said and then, spend time explicating “how” it is being conveyed. Each composition relies on the development and clear organization of ideas through the employment of advanced language, embellished by the elements of style. The main goal is to support you in developing stylistic maturity, characterized by the following (AP English Course Description):

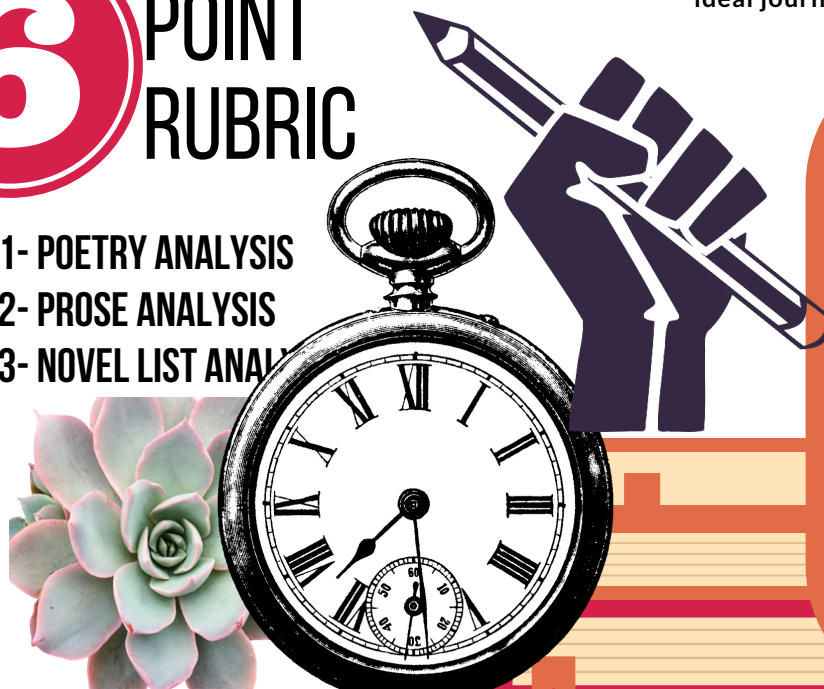
- > A wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- > A variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- > A logical organization, enhanced by specific techniques of coherence (repetition, transitions, and emphasis);
- > A balance of generalization with specific detail;
- > An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

6 POINT RUBRIC

ESSAY 1- POETRY ANALYSIS

ESSAY 2- PROSE ANALYSIS

ESSAY 3- NOVEL LIST ANALYSIS



THE AP EXAM IN MAY

Students will sit for the AP English Literature and Composition exam in May. This assessment will determine whether or not she/he/they receive(s) college credit for the course. The exam is graded using a five-point scale. While we will strive for fours and fives, the minimum passing mark is a three. The exam consists of two parts: (1) a multiple-choice section and (2) a written-response section. For the multiple-choice section, students will receive 60 minutes. There are typically 55 questions (though that may vary from year-to-year). There are typically five reading passages (usually two prose-based and two poetry-based). This section accounts for 45% of the score. For the written-response section, students receive 120 minutes to write three essays. This allots roughly 40 minutes per essay. Two of the three essays will revolve around a specific piece of work (typically one will be prose-based and the other will be poetry-based). The last essay is a free-response essay. The average score for test-takers in Indiana in 2019 was 2.51. My class average score was 2.55 (to provide some perspective). The average score for test-takers in Indiana in 2020 was 2.68. My class average score was 2.50. The average score for test-takers in Indiana in 2021 was 2.34. My class average score was 2.78 (Go Jets).

THE STUDENT PORTFOLIO

You are expected to maintain a portfolio of your work throughout the school year. This might be in the form of your binder or on your personal website. By the end of the year, you will have a collection of reflections, essays, formal papers, poems, quick writes, explications, and creative pieces. In addition, I expect you to bring a journal to class for the weekly writing workshops and timed writing sessions. (College-ruled notebooks are ideal journals.)

AN OVERVIEW

- > One-Page Critical Reflections
- > Formal Literary Analysis Paper
- > Poetry Analysis Timed Writing
- > Prose Analysis Timed Writing
- > Free Response Timed Writing
- > Multiple-Choice Exam Preparation
- > Socratic Seminar/Discussion
- > Critical Discussion Questions
- > Explications
- > Group Projects
- > Oral Presentations
- > Reading Guides

ACADEMIC STANDARDS

COLLEGE BOARD

CHARACTER

SETTING

STRUCTURE

NARRATION

FIGURATIVE
LANGUAGE

LITERARY
ANALYSIS



CLASSROOM RULES

CONFUSION IS THE HIGHEST FORM OF CONSCIOUSNESS.

1

Be Seated.

Be in your seat when the bell rings or when we start a Zoom session. Rationale: We have fifty-five minutes to cram in learning. The faster we start class, the more content we will cover during class time. The more content covered in class, the less homework or out-of-class work for you. See the handbook for the attendance and tardy policy and discipline procedures.

2

Come Prepared.

Come to class with your 1.5-inch or 2-inch binder, the text that I indicate (on the board and the day before in class), loose-leaf paper, your writer's notebook (journal), YOUR iPad, and a writing utensil every day unless I tell you otherwise. Rationale: To do the activities in class, you need to have the necessary materials. If you have to leave for your locker, you are missing class time. If you are missing class time, you are missing the lesson. If you are missing the lesson, you are not going to be as prepared as you should be in order to do your best. You have two passes a quarter. Use them wisely. If you forget something, use a pass and go get it. After you use your passes, there will be consequences. I also can say no even if you have a pass. When you use your passes, use them at appropriate times. I must sign off on the pass before you leave the classroom.

3

Stay Organized.

Organize your binders with five tabs. In addition, by the end of the semester, you will have the information with the following sub-tabs or corresponding notes taken in and out of class. Sub-tabs will be created as the year progresses; but you should have all five main tabs in your binder by the end of week one. Rationale: This class is designed to give you a foundational understanding of literature. My goal is to prepare you for college and further academic pursuits. This binder, if kept properly, will be a valuable resource to you later. Tabs need to include: Foundations, Poetry Analysis, Prose Analysis, Free Response, and Other.

4

Do Your Best.

Do your best, and I will recognize your effort. This entails doing your assignments. Your best entails your best work- not someone else's best work. Rationale: I want to see your work, your thoughts, your ideas, and your level of understanding. It is okay to build from published works and from ideas that have been established in the past. It is okay to be inspired by different perspectives, but you must put your own spin on it and give credit where credit is due. You cannot be creative without being a little divergent. In congruence with Academic Integrity Policy, there will be no tolerance for plagiarism. See the handbook for expectations and discipline procedures regarding the academic integrity policy.

5

Be Respectful.

This means respecting the teacher, respecting your classmates, respecting the school, respecting materials, and respecting yourself. Rationale: This has come to be a cliché, but it is a necessary component in an effective learning environment. Code switching is a thing. You need to know when it is appropriate to speak and in what ways. You need to know when it is appropriate to listen. I have zero tolerance for disrespect. However, there are different levels of disrespect and discipline procedures will vary according to the level of disrespect conveyed. Inappropriate language is disrespectful. I have a zero-tolerance policy for any type of bullying. See the anti-bullying policy for discipline procedures.

FOUGIE & THE JETS

JUST FOR THE RECORD

CLASS POLICIES

END OF CLASS PROCEDURE

I dismiss you, NOT the bell. Most days, I will give you the last minute of class to pack up your items and write down your homework assignment.

MAKE-UP WORK POLICY

Send me an email if you are absent. Reference Canvas or my teacher website for make-up work (it might be posted there). You will be given a day to make up work for each day you are absent (excused absences only). If you fail to turn in work past that time frame, the assignment will go in the grade book as a permanent zero. I understand that things come up. Nonetheless, it is your responsibility to ask for make-up work and an explanation of the assignment. You may speak to me before class begins, during journaling time or vocabulary workshop, after class, or after school. You must speak with me if you need an extension on a make-up assignment (BEFORE the assignment is due). **COMMUNICATION IS ESSENTIAL.** If a deadline for a longer-term project was announced in advance, there will not be an extension. The assignment will be due upon return.

ACADEMIC DISHONESTY

You should not cheat. End of story. However, if you do cheat and you are caught cheating, you will be written up. A note will be added into the computer system in the form of a referral. The assignment will go into the grade book as a permanent zero. The administration will handle repeat offenses. In addition, I follow the HHS Handbook for all other discipline procedures.

DAILY CLASS AGENDAS

All daily agendas are accessible on Canvas and on my teacher website. If something isn't, shoot me an email or ask about it.

LATE WORK POLICY

I will NOT allow late work. This is a college-level course. If you do not submit the work on time, you will receive a permanent zero in the grade book.

TURNING IN ASSIGNMENTS

I collect assignments at the start of class on the day the assignment is due (unless I change things up). Online assignments will be collected via email, turnitin.com, or Canvas. Always be prepared to submit a paper/hard copy.

ANTI-CELL PHONE POLICY

You should never let me see your cell phone or headphones in my classroom. If I see it or hear it go off, I will take it and you will not get it back until the end of the school day. If you want to avoid losing your phone for a day, do not bring it or keep it in your backpack. In the event that you refuse to give up your phone, I will call an administrator, add a disciplinary note to your file, and assign a detention or Friday school.



FOUGIE & THE JETS

YOUNG SCHOLARS

A BRIEF DISCLAIMER

"You are in the process of being indoctrinated. We have not yet evolved a system of education that is not a system of indoctrination. We are sorry, but it is the best we can do. What you are being taught here is an amalgam of current prejudice and the choices of this particular culture. The slightest look at history will show how impermanent these must be. You are being taught by people who have been able to accommodate themselves to a regime of thought laid down by their predecessors. It is a self-perpetuating system. Those of you who are more robust and individual than others will be encouraged to leave and find ways of educating yourself – educating your own judgements. Those that stay must remember, always, and all the time, that they are being moulded and patterned to fit into the narrow and particular needs of this particular society." (DORIS LESSING)



AP LITERATURE & COMPOSITION

Dear Parents and/or Guardians,

Hello! I look forward to having your child in my AP Literature & Composition course. Since this is a college level course, I expect students to monitor their progress and advocate for themselves. However, if at any point in the year you would like to discuss their progress or brainstorm ideas to help him/her succeed, please contact me and I will be happy to meet with you or correspond via email or phone. Email is usually the best way to initially reach me. Please fill out the information below, so that if for any reason I need to reach out to you, I know the best way to contact you.

All the Best,

Ms. Kaylie Fougrousse
AP English & English 10 Teacher
Hauser Jr. Sr. High School
Email: kfougrousse@flatrock.k12.in.us
Website: fogieandthejets.weebly.com

I have read and reviewed the classroom expectations and policies/procedures with my child. I also understand that throughout the school year, policies might be adjusted to accommodate unforeseen issues.

Student Name: _____

Student Signature: _____

Parent/Guardian(s) Name(s): _____

Parent/Guardian(s) Signature: _____

Date: _____

Contact Information

Parent cell/home phone: _____

Parent email: _____

If there is any additional information you would like to share regarding your child, please feel free to do so below or use the back of this signature sheet. Email works too. Thanks!

