



Course Expectations: AP English Literature & Composition
Room 210
Mrs. Audrey C. Kane
E-mail address: akane@pths209.org

This Advanced Placement English Literature and Composition has been developed to meet the curricular standards of the College Board and is taught at a level comparable to introductory college English classes. Successful completion of this course will be reflected on student transcripts, and a score of 3, 4 or 5 on the AP Exam may result in college credit for an elective course or the introductory literature or composition at the college or university you plan to attend.

Course goals:

- Students will read and study a wide assortment of literary works in drama, poetry and fiction by British and American authors from the 16th century to the present. In addition to examining the social and historical values of these time periods and literary works, students will learn strategies and methods for approaching each genre, paying particular attention to how authors use allusion, diction, imagery, style, symbolism, syntax, theme, and tone.
- Using these texts as a basis for deep reading and textual analysis, students will develop and strengthen the thinking, research, writing and discussion skills expected in college-level classes.
- Students will utilize a variety of writing opportunities to demonstrate what they are learning and thinking about their reading: informal responses, timed writing exercises, formal analysis, and research papers that provide a detailed interpretation or an evaluation of a piece or pieces of literature.
- Students will prepare for and complete the AP English Literature and Composition Exam in May 2018.
- Novels/ plays include, but are not limited to, *The Kite Runner*, *Fences*, *Hamlet*, *A Tale of Two Cities*, and *The Heart of Darkness*.

Writing will be done frequently. Much of this writing will be informal (bellringers, open responses, etc). Some essays will be fully developed (process papers) while others will be in-class or timed (in preparation for the AP exam). Grammar lessons will develop from the writing that we do in class (peer editing, self-editing, etc.) as well as through direct instruction. We will read many short pieces as well as longer texts. Students are required to have a teacher-approved, self-selected “AP quality” independent reading book that they read outside of class throughout the year (at least one completed text semester).

What do I need to bring?

- **Notebook**- This will be used for bellringers and notes. Your notebook is collected each quarter, so it must be reserved for this class only since it will not be returned right away.
- **Class texts**- We will be reading novels periodically throughout the entire year. I will notify you in advance when they should be brought or be included in our literature

anthology. Short stories, prose excerpts, and poetry selections are tentative and will be teacher provided, but core texts will be on loan from the Book Room at PMSA.

- **Your official PMSA planner, writing utensil, paper, folder, highlighters, 3-ring binder**
- **AP independent reading text-** You are required to independently read in class if you finish an assignment early. I will also occasionally conference with you on the independent reading book you have selected and are **reading outside of class** (at least one “book chat” per quarter). In order to receive a “book chat” grade, you must have your approved text with you.
- **Notecards-** To receive discussion points, you will need to bring a notecard with your reactions to any texts assigned for homework (completed the evening before) on the front side. The back of the notecard will be completed at the end of period and will consist of a reflection on your contribution to the class discussion.

What are “bellringers” anyway? Your notes:

What is AP “independent reading” exactly?

Your notes:

What are the social expectations in this class?

- **Have a positive and mature attitude** – we are here to learn and to help each other succeed. In partner or group work, be actively involved in your tasks. Respect your classmates, yourself, other people’s property, school property, and me.
- ***This is a Safe Zone.*** To encourage our best work, we must create a safe environment for all. That means that we will practice respect and courtesy for and toward each other and that we should identify and address disrespectful comments or gestures in our classroom. If any student feels that our classroom is in any way uncomfortable, he or she is expected to speak with me as soon as possible. *Together we will create an environment in which each of us can grow and learn in a safe place for everyone regardless of gender, gender identity, race, religion, sexual orientation, socioeconomic class, academic level, or physical or mental ability.*
- **If you need to leave my classroom,** it should be due to an emergency only (restroom or nurse). You are expected to use your own mature judgment to determine what qualifies as an emergency, and you should enter and exit the room discretely after completing your pass page (in the back of your PMSA planner) for me to sign. You do not need to ask “permission” to leave the room for the above **emergency situations**. Just present your planner, and I will sign your completed pass. This should be a rare occasion.
- **Use your time wisely, and ask for help if you need it.** If you finish any assignment early (a timed writing or test, for example, you should be reading your independent book. Using time wisely also includes coming to class on time. A tardy results in a loss of participation points for the day.

How will I check my progress?

- I will occasionally conference with students in class during writing or reading workshops. Your live grade will also be continuously updated on PowerSchool. However, if you would ever like to discuss your progress in my class and ways you can improve your performance, please see me. When you hand in your work to me, I will do my best to give you feedback in a timely manner. *Please keep in mind that since you are submitting your best work, my giving your work careful consideration is a reflection of my respect for you and your work. This attention takes time.*

What if I am absent from Mrs. Kane's class? The number of excused absences will determine how many days you have to make up the missed assignments (two days after returning to school for two days of excused absences).

Additional notes:

What are the expectations for electronic devices?

Electronic devices will occasionally be used in this classroom for learning directly related to the course. **However, any personal technology should be off and put away unless an activity explicitly calls for direct use of this device, and I have approved use of these items (researching online, for example).** Off task use or behavior that is detrimental to our learning environment will result in loss of this privilege. A second offense will result in a phone call home.

How will I be graded?

The English Department policy at PMSA is as follows:

Summative assessments = 40%

Formative assessments = 30%

Skills practice = 20%

Participation = 10%

The grading scale is as follows:

%	Grade	%	Grade	%	Grade	%	Grade
100	A+	89	B+	78	C	0-69	F
99	A+	88	B	77	C-		
98	A+	87	B	76	C-		
97	A	86	B	75	D+		
96	A	85	B-	74	D+		
95	A	84	B-	73	D		
94	A-	83	C+	72	D		
93	A-	82	C+	71	D-		
92	A	81	C+	70	D-		
91	B+	80	C				
90	B+	79	C				

What if I forget or am unable to turn in an assignment on time?

I understand that occasionally “things happen.” We are all human! With that in mind, I do accept late work. In order to be fair to all students, however, assignments turned in one day after they are due will receive a 10% reduction in points. These late assignments will be accepted under the following “personal responsibility” conditions:

- You speak with me *directly* before school, after school, or during your lunch period. This conversation should include why the work was not turned in on time as well as a plan to ensure that it does not happen again.
- The late assignment is turned in immediately the next school day after it is due. Assignments turned in more than a day late will not be accepted, barring any unusual or emergency circumstances. Emergency circumstances fall under “teacher’s discretion” and may require some form of documentation or phone call/e-mail from parents/guardian. You may be required to complete late work during scheduled after school sessions.

Course Expectations for English

I understand my responsibilities and the expectations for Mrs. Kane's English class:

Student Name (print) _____ Signature _____

Dear Parent/Guardian:

We have gone over the attached syllabus in English class and have spent time discussing expectations regarding course work and behavior. Please read through the preceding syllabus and fill out the form below (along with your child) to confirm that you have had a chance to review the guidelines and expectations for the class. In addition, please familiarize yourself with the grading categories with which students will be evaluated. If you have any questions or concerns, please do not hesitate to contact me by email.

Sincerely,

Audrey C. Kane
akane@pths209.org

I understand what the expectations and procedures are for my child in English class:

Parent/Guardian name: _____

Signature: _____ Date: _____

Phone number (1): _____

Phone number (2): _____

Please print very clearly and distinguish between 1 and I, 0 and o, etc.

E-mail (1): _____

E-mail (2): _____

Additional information you (student *or* parent/guardian) would like to provide: