

GHS COURSE SYLLABUS

Subject: ENGLISH LANGUAGE ARTS Year: 2018–2019

Department: ENGLISH LANGUAGE ARTS Room #: 212 Periods Taught: 3B

Course Title: ADVANCED PLACEMENT ENGLISH
LITERATURE & COMPOSITION

Faculty Name: **Dr. Robert J. Bizjak**

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Spoon feeding in the long run teaches us nothing but the shape of the spoon.

–E.M. Forster, author

Course Introduction:

A dedication to excellence in reading, writing, speaking, listening, and critical thinking cottons the many threads of our Advanced Placement literature course. Students will read literature (through social, cultural, and historical frameworks) that exposes them to various cultures and perspectives; students will be expected to question, argue for and against, and wrestle with classic and modern examples of literature. Regardless of their past experiences in or relationship to these areas, students will be afforded many opportunities to demonstrate their understanding of what they have read through formative and summative assessments, individual and group projects (large and small), Socratic seminars, and in-class timed writing assignments.

What's more, students will be responsible for creating and maintaining an Interactive Notebook (INB).

Teacher-directed and user created, the INB supports and augments active student learning through academic content, language proficiency, and personalized learning.

Course Description:

Advanced Placement English Literature and Composition (AP Lit) will expose students to canonical and noncanonical works of literature (fiction and nonfiction texts, novels, graphic novels, short stories, poems, and dramatic works) to explore literature, history, perspectives, cultures, societies, and the world as we build an analytic and critical vocabulary for deconstructing these texts. Close readings, analytical writing, and classroom discussions will inform our journey as we tease out deeper meanings and nuances within texts through the employment of literary criticism, class discussions, and project-based assignments. Along the way, we will work to use the schools of critical literary theory (like feminism, psychoanalytic, and Marxist) to construct a framework for interpreting texts.

Additionally, students should expect to connect readings to their lives through the lenses of projects, discussions, Socratic seminars, essays, and assessments. All learners will be asked to challenge themselves academically, to tackle rigorous and relevant coursework, to read challenging and complex texts, to mine texts for symbolism and other literary agents, and to reach beyond the Common Core State Standards to prepare themselves for post-secondary coursework in its various manifestations.

Reading and writing assignments, both large and small, will be an integral part of the class. Students should expect to craft one timed-write essay once every two weeks, to manipulate language, syntax, and diction to improve their writing, and to share what they have written with others for the purposes of augmenting their own writing styles. Furthermore, group and individual activities will support lessons aligned with the CCSS, with the AP College Board standards, as well as with GHS's English department and school-district goals.

Enthusiastic and transparent in my pedagogical practices and decisions, I am dedicated to helping all students become and remain lifelong learners, readers, thinkers, and writers. Students are urged to read outside of class, to read more than what is expected, and to exercise critical thinking during such reading. Studies have shown that AP literature students who read outside of the academic environment and those who broaden their literary acumen by reading other texts than those assigned in class are more likely to reach proficiency on their AP literature exam in the spring. Reading scholarly articles, criticisms, and other texts that relate to our classroom reading will, in all likelihood, prepare students not only for the AP Lit exam but will also prepare them for the larger challenges that face them in a world where reading, writing, listening, speaking, and thinking are integral to every profession or postsecondary endeavor.

Course Expectations

Students who enter into this course are expected to be working on the following skills upon entering:

- Writing independent thesis statements
- Understanding the basics of paragraphing using transitions
- Correctly and consistently using MLA format
- Integrating quotations into sentences
- Writing clear and purposeful topic sentences
- Integrating literary terms into analysis with subtlety, purpose, and sophistication
- Balancing multiple assignments and reading assignments at the same time
- Managing long-term assignments with foresight
- Writing with tight, purposeful syntax and sophisticated, clear diction
- Discussing literature and its many facets with maturity

Reading Assignments

We will read 5-6 major works of literature, consisting of novels and plays and approximately 30 poems, all of which will inform and augment the historical and social underpinnings of the literary knowledge required for the AP literature exam. Students are expected to complete all assigned readings, written assignments and to be prepared for class discussions. Throughout the school year, our critical endeavors will yield in-depth analytical reading, also known as close reading, to mine the texts for richer, college-level meaning and understanding. To facilitate this method of literary dissection, students are expected to annotate/write margin notes and/or keep separate notes as they read, paying particular attention to details, such as rhetorical features, structure, themes, motifs, style (diction, imagery, tone, figurative language), as well as to the social, cultural, political, and historical frameworks influenced by and expressed in these texts.

Assigned Novels/Classroom Curriculum

To reflect and preserve HSD's mission to engage students in high-level discourse in the academic environment, AP literature students should expect to read the same assigned text as their peers, since substituting one text for another would mean that students are not engaging in the meaningful, critical, college-level conversations required of them in the postsecondary environment or on the AP literature exam. It is expected that students who enroll into this literature course maintain a sense of maturity indicative of their grade level.

Studies have shown that the deepest, most powerful discourses are developed and fostered when students read, analyze, question, and deconstruct the same adopted curriculum; thus, engendering a text-specific and text-focused classroom where the thrust of academic, post-secondary discussions prepare students both for the AP literature exam and for their postsecondary endeavor.

What's more, predicated upon the AP College Board's core standards, AP literature offers students the opportunity to demonstrate a rich, in-depth understanding of the literary fare under examination. The curriculum helps

students realize their own effective communication skills, as well as their breadth of content understanding, and their a strong academic identity. Moreover, HSD's mission cleaves with the AP College Board's mission to help students reach academic success in and out of the scholastic arena using literature and literary theory.

That said, AP literature is an elective course and counts as an English language arts credit; therefore, AP literature is not a requirement for graduation.

Timed Writes

Students will write at least one timed essay every two weeks as we graduate toward the spring AP exam, which will be held **Wednesday, May 8, 2019**. The majority of writing prompts will consist of former AP English literature prompts: poetry, prose, and open-ended. Some instructor-designed prompts will also be administered. AP literature prompts will be graded on the AP literature 9-point scale. Students will be given a generic 9-point rubric at the start of the year; I will discuss and explain the rubric in-depth in class. The 9-point scale, most importantly, will be converted to our classroom's 5-point scale for grading purposes. We will frequently read and examine sample student essays and engage in mock scoring sessions as a means of acquainting ourselves with the AP scoring guide.

Class Discussion/Participation

We will actively engage and interrogate the material throughout the year via class discussion. I often begin the day with a brief lecture, framing essential questions for the lesson. I will also address some issue related to the features of effective writing. After that, we will move to active discussion, using a series of questions and answers modeled on the Socratic seminar method.

In class, students will be asked to make assertions and claims about the material they have read and support those claims with specific textual details and quotes. Since your homework will primarily consist of formulating questions, performing close readings of passages, and locating quotations and details, all students should be ready for class discussion. The more students put into this class, the more they will get out of it.

The AP Exam

Students are strongly encouraged to take the AP exam on **Wednesday, May 8, 2019**. Most colleges award college credit for passing scores. Many colleges also consider AP scores in the admissions process. Please note: this is not an AP literature exam preparatory course. Students are encouraged to investigate source materials, such as an AP literature study guide, to cover topics not addressed in class.

The AP program has a culminating exam for each course in May that is put together by the College Board. This is an opportunity for students to demonstrate their comprehensive learning throughout the year and possibly earn college credit based on their exam score. The cost of this exam is approximately \$75-\$100 per exam, depending on the College Board fee and various state funding each year. Financial assistance is offered to students who are registered for the F/R lunch program; financial assistance is also available for students and families with financial need. Registration for the exam is online (<http://bit.ly/ghs-ap>), usually opening in January and closing in March. Please be aware of these deadlines and fees to ensure your student is registered for this opportunity.

General Information

Office Hours: Students, please make an appointment with me at an appropriate time during class or via email. I welcome an open dialogue with you. Parents, please call or email me to schedule an appointment.

How Class Will Begin Each Day: It is the expectation that AP literature students will read outside of class and be prepared to discuss what they have read. Students will work with vocabulary words (words from the actual text and from AP Lit prep) to augment their skills.

Additionally, students will have a daily essential question (EQ) with in-class notes, vocabulary terminology, and assignments. These will be recorded daily in students' Interactive Notebooks (INBs).

Note to Parents: Attendance! Attendance! Attendance! This course requires consistent attendance and, as a result, every effort should be made to avoid absences and tardiness in this class. Even with make-up work, students miss important classroom instruction and dialogues that are difficult to replicate outside of the academic environs of the classroom.

Language arts skills are crucial to your student's success in the adult world. That said, please encourage her/him/them to read at every opportunity and to keep up with classroom assignments. It is also important that students come prepared to every class. I will be going over grades with students frequently, and if you ever have any questions or concerns do not hesitate to call or email bizjakr@hsd.k12.or.us

I encourage parents to read whatever it is we are reading in class and enjoy reading with your child all over again. Studies show that building a literature-rich environment at home dramatically increases student success in and out of the classroom and augments critical thinking and writing skills. Most importantly, the conversations you can share with your child at home about the topics being discussed in school naturally strengthens the connections between home and our classroom community. All novels studied in AP literature have been adopted by the AP College Board.

The AP Literature and Composition exam will be held **Wednesday, May 8, 2019**. Students are not required to take the exam; they are, however, highly encouraged. Last, please update your email in ParentVue. This welcomes strong communication between you and me regarding your student's progress in class.

Learning Outcomes: The learning objectives for this course are predicated upon the CCSS and are fragmented into four categories: Reading, Writing, Speaking and Listening, and Language. Below is a general breakdown of key skills in each category that will be covered throughout the year; each standard is aligned with the following selected literary fare students will examine, unpack, mine, and deconstruct:

Literary Fare Braided with Common Core State Standards

The Monstrous Body in Literature:
Mary Shelley's *Frankenstein*

Reading Literature: 1, 2, 5, 8, 9, 10
Speaking and Listening: 1, 3
Writing: 1, 2, 4, 5, 9, 10
Language: 1, 2, 3, 4, 5, 6

The Diseased Body in Literature:
William Shakespeare's *Macbeth*

Reading Literature: 1, 2, 3, 4, 8, 9, 10
Speaking and Listening: 2, 3
Writing: 1, 3, 6, 7, 8
Language: 1, 2, 3, 4, 5, 6

The (Be)deviled Body in Literature:
William Golding's *Lord of the Flies* with
Thomas Foster's *How to Read Literature Like a*
Professor

Reading Literature: 1, 2, 5, 8, 9, 10
 Speaking and Listening: 1, 3
 Writing: 1, 2, 4, 5, 9, 10
 Language: 1, 2, 3, 4, 5, 6

The Subjugated Body in Literature:
Margaret Atwood's *The Handmaid's Tale* or
Nathaniel Hawthorne's *The Scarlet Letter*

Reading Literature: 1, 2, 3, 4, 8, 9, 10
 Speaking and Listening: 2, 3
 Writing: 1, 3, 6, 7, 8
 Language: 1, 2, 3, 4, 5, 6

The Colonized Body in Literature:
Aimie Cesar's *A Tempest*

Reading Literature: 1, 2, 3, 4, 8, 9, 10
 Speaking and Listening: 2, 3
 Writing: 1, 3, 6, 7, 8
 Language: 1, 2, 3, 4, 5, 6

The Traumatized Body in Literature:
Alice Walker's *The Color Purple*

Reading Literature: 1, 2, 3, 4, 8, 9, 10
 Speaking and Listening: 2, 3
 Writing: 1, 3, 6, 7, 8
 Language: 1, 2, 3, 4, 5, 6

Other possible texts that may be used throughout the year to enhance the study of the aforementioned novels

Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*
 Stoker's *Dracula*
 Morrison's *Beloved*
 Hurston's *Their Eyes Were Watching God*
 Capote's *In Cold Blood*
 Hansberry's *A Raisin in the Sun*
 Tan's *The Joy Luck Club*
 Huxley's *Brave New World*
 Kaufman's *The Laramie Project*
 Morrison's *The Bluest Eye*
 Wilson's *Fences*

For a narrative of each CCSS, please visit the website:
<http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>

Optional AP Literature After-school Reading Sessions:

As a way of exposing students to more literature than what can be studied in class, I am willing to meet once a week with students who elect to study any of the following for the sole purpose of reading and analyzing. I would suggest students select one piece of literature and study it as a group.

The essay questions that are paired to each text are optional; they are to be used solely for AP test preparation, discussion starters, study guides, etc. If students choose to complete the essay (which is an excellent way to prep for the AP exam!), I will review and score their essays without assigning actual grades. Students will not be penalized or rewarded in any sense by partaking in this opportunity. The following can be used for this particular, student-driven, -facilitated, and -designed after-school session:

A Streetcar Named Desire by Tennessee Williams
The Crucible by Arthur Miller
Doubt: A Parable by John Patrick Shanley
The Stranger by Albert Camus

Othello by William Shakespeare
Nineteen Eighty-Four by George Orwell
Brave New World by Aldous Huxley
Go Tell It On the Mountain by James Baldwin
A Gathering of Old Men by Ernest J. Gaines
The Children's Hour by Lillian Hellman
Native Son by Richard Wright
Beloved by Toni Morrison
A Tempest by Aimé Césaire

Please note, students are not required to complete additional papers for this particular assignment; instead, we meet to discuss central issues, characters, themes, or to clarify questions that arise as students read the texts independently or in a group-like setting. Students who are interested need to see me for the handout.

Please note: All of the novels studied in this course are available either through GHS's library or at the Hillsboro Public Library. Ideally, students should consider purchasing their own cheap, used copies of the texts we will be reading in class. This way, they can take notes in the novel without besmirching the library's copy. Annotating while reading is a proven way for all students to gain a deeper, richer understanding of what is being read. This is, of course, only a recommendation, not a requirement for this college-preparatory course.

Supplies Needed:

- The current novel we are studying and all notes pertaining to that novel
- One composition book **or** notebook containing at least 100 pages (will serve as the INB)
- Blue/black ink pens, pencils
- Sticky notes (Post-Its or the like): several colors, sizes
- Project tools (markers, highlighters, colored pencils, etc.)
- White Out (liquid, pen, or tape)

Electronic Devices: In Dr. Bizjak's classroom, such devices should be stowed in pockets or backpacks. When it is appropriate for you to use your electronic device for academic purposes, I will tell you. If you violate this policy, the first step is a warning. Subsequent violations require administrative and parental involvement.

To maintain the integrity and safety of the classroom, students are not—at any time—permitted to take pictures or capture video of other students, teachers, or staff in or out of room 212. Violations of this will be reported to appropriate authorities.

For an exhausted listing of how cell phones should and should not be used while in school, please refer to GHS's Student Handbook.

Food & Drink: Food and water are allowed; however, ordering food or asking your friend to deliver fast food to class and then eating it is not permitted. This includes Dutch Bros, Jack in the Box, Starbucks, Buffalo Wild Wings, etc.

Grading Categories & Percentages: The majority of your grade (80%) will be based on summative assessments (tests and final drafts of papers/projects) while a smaller percentage (20%) will be based on formative assessments, such as Interactive Notebook checks and in-class practice. All assignments will be graded using the 5-point scale (see below) and weighted as follows:

| | | |
|--|---|------------|
| Summative Assessments/quizzes | = | 40% |
| Writing Assignments/projects | = | 40% |
| Interactive Notebook (INB)/homework | = | 20% |

**Grading
Scale &
Policies:**

| | | |
|-----------|---|---|
| 4.0 – 5.0 | = | A |
| 3.0 – 3.9 | = | B |
| 2.0 – 2.9 | = | C |
| 1.0 – 1.9 | = | D |
| 0.0 – 0.9 | = | F |

Summative assessments are incredibly important in measuring and tracking students' progress toward meeting CCSS. A student must have at least one reading and one writing assessment completed each semester to receive a passing grade in the class. Any student who has not submitted a reading or writing summative assignment before the end of each semester will receive a no grade (NG) until it is submitted and assessed. The timeline for completion of summative assessments is three weeks from the time the grade was posted. At that time, the NG will transform into an F.

Total points will be added at the end of the grading period. The total accumulated points over the entire semester determine semester grades.

Assignments

You are expected to keep all work (handouts, graded assignments) in your Interactive Notebook unless specified otherwise. This is not only to verify your score on the assignment with the score I have in the computer (in case of a catastrophic computer crash), but also for you to refer to later for review.

Please recognize that in addition to the course hours in the classroom, the expectation for work completion (readings, projects, etc.) outside of class for AP literature includes approximately 2-4 hours per week.

All submitted work, including self-reflections, must be typed and adhere to the Modern Language Association's (MLA) style guide, including the following formats: Times New Roman, 12pt, double spaced, your name, class period, and other information, as set forth by the rules of MLA.

Please note: Several assignments are only completed in class. It is challenging, therefore, to offer a "make-up" for classroom discussions. As such, while absences may be legitimate, there may be no way I can offer a make-up assignment for some tasks. Be aware of this possibility when it comes to absences.

Retake Policy

Retakes on essays, not including timed writes, are heavily suggested. Students can re-write their final essay only after they, first, have conferenced with Dr. Bizjak, and, second, have agreed to submit the rewrite one week from the day of the conference. Otherwise, the original grade will remain in tact.

Attendance

The expectation of Glencoe High School is that all students are punctual to all classes. If a student arrives to a classroom after the tardy bell, within the first 10 minutes of the class period, they are considered tardy. You need to come to school every day. Your attendance is vital to understanding key concepts and completing assigned work. Your in-class experience has value, and it cannot be replicated outside of class. As I always say, "This is your last chance at a free education."

If a student wishes to excuse a tardy, verification of the tardy as *excused* or *unexcused* will be provided in the form of an ADMIT SLIP issued by the Attendance Office. Because the Hillsboro School District provides reliable and daily transportation, attendance issues related to personal transportation (parent or student) are not considered excused other than for severe emergencies.

The consequence for an unexcused tardy for a specific class period is one day of After School Detention, to be served from 3:45–4:30 PM, beginning no later than three days after the referral is issued. It is the student's responsibility to communicate to their parent or legal guardian when detention is assigned and to make alternate transportation plans when necessary. Teachers, administrators, campus monitors or any other staff member may issue detentions for tardies.

If a student fails to serve her/his/their detention within the prescribed time period, the student will be referred back to the teacher and communication from the teacher to the student's home will be made to advise of time not served. If the student fails to serve detention the day after contact with the parent or legal guardian, the student will be referred to an administrator for further consequences and/or a possible suspension.

Missing a Timed Write

Should a student miss an in-class timed, the student must initiate conversation with Dr. Bizjak as to when she/he/they plan to make up the writing assignment.

Incomplete

If a student receives an Incomplete (I) on her/his/their report card, this means the student is missing crucial assignments that are jeopardizing her/his/their grade. Summative assessments are incredibly important in measuring and tracking a student's progress toward meeting course standards. A student must have at least one reading and writing assessment completed each semester in order to receive a grade in the class.

Late Work

Late work is not accepted without prearrangement on the student's part; therefore, it is the responsibility of the student to talk with Dr. Bizjak prior to submitting the work late. AP literature students who submit late work (essays, projects) will not receive feedback on their assignments—merely a grade. If the student wishes to receive commentary, then the student must initiate dialogue with Dr. Bizjak, at which time an after-school meeting will be planned to discuss the work.

Academic Integrity, Fraudulent Work, & Plagiarism

I have zero tolerance for cheating and plagiarism. Any student caught cheating off of another student or plagiarizing another's work will receive a zero for that assignment. *Plagiarism* is the act of lifting, taking, or copying someone else's work, ideas, or creations, and claiming that work as your own. Resultantly, there will be one opportunity for the student to re-submit a non-plagiarized version of the assignment. A phone call will be made home to alert parents to the zero's appearance in the grade book, which will take the place of the missing work until the student resubmits the plagiarized material.

Submitting *fraudulent* work as your own means submitting any work that has been falsely or improperly presented as one's own and, as such, colleges and universities frown upon such action. Fraudulent work includes, but is not limited to, Powerpoint presentations, texts, graphics, or multimedia files appropriated from another source that are presented as all or part of a candidate's final work without full or complete citation (adopted from Concordia University's fraudulent policy).

A brief indulgence from Dr. Bizjak: please do not position yourself in the role of having to be talked to about plagiarizing or submitting fraudulent work. More so, please do not put *me* in the position of having to talk to you about plagiarizing or fraudulently submitting another's work. The conversation is not fun; it is not a conversation I like to have, and, frankly, the conversation is uncomfortable, embarrassing, and creates emotional turmoil for both parties. In sum: please, do not plagiarize.

Letters of Recommendation

Please talk with Dr. Bizjak about receiving a letter of recommendation for a college or scholarship application in person. A notice of 2-3 weeks before the letter of recommendation is due is adequate time for the letter to be written, finalized, and submitted. The following items are needed for Dr. Bizjak to write you a letter of recommendation:

1. The focus of the letter of recommendation (is the letter of recommendation to be written for a scholarship? If so, what is the name of the scholarship? To a university? Which one?)
2. Brag sheet (your first and last name; current and accurate GPA; academic and life goals; ambitions; area of postsecondary study; challenges you have overcome; accolades you have received; volunteer service; jobs you have performed, etc.)
3. Academic information (member of Key Club, National Honor Society, GSA, Psychology Club, Marching Band, etc.)