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*Schoology.com for course assignments and information

Learning and teaching should not stand on the opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. – Loris Malaguzzi (1920-1994)

Advanced Placement English Literature and Composition is a rigorous college-level course designed to engage you, the highly motivated English student, in reading and critical analysis of fiction works from various genres and time periods. This course will focus on the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, you will deepen your understanding of the ways writers use language to provide both meaning and pleasure for their readers. As you read, you will 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 in this course will provide you with opportunities to reinforce your reading and critical analysis skills of literature. You will encounter a variety of writing activities this year including expository, analytical and argumentative essays. This course will also include attention to developing and organizing ideas in clear, coherent and persuasive language. Throughout the course, emphasis is placed on helping you develop stylistic maturity.

Regardless of whether you pass the AP Exam in May, my ultimate goal for you is that you leave the course with a better understanding of the art and craft involved in both critical reading and essay writing. You should be able to read works of fiction (and works of non-fiction for

that matter) with greater analysis and write essays with more confidence and competence than you currently possess – whatever your present degree of skill.

A premise of this class is that writing is learned primarily by means of writing. The real work of writing is accomplished only by actually doing the writing itself. Good writing requires time for thinking, effort in drafting, and the willingness to re-envision and revise. Most often writing is a solitary endeavor, but in this class you will work with your peers to help one another re-envision and revise. Be prepared to share your work – be prepared to offer constructive criticism to others.

Attendance/Class Participation

LOOK → In keeping with the structure of this course, you should be prepared for college-level content, presentation, and expectations. You should contribute to a dynamic learning environment by bringing enthusiasm, dedication, and a scholarly work ethic to all your efforts in the class. To that end, please note that policies and expectations are designed to make the goals clear and the journey successful! (See the Malaguzzi quotation above.)

- You are expected to consistently attend class and complete the class preparation work (CPW) according to instructions and set standards.
- You are expected to be in class on time, ready to work with the proper materials (books, planner, binder, pen, paper, and completed assignments). Requests to go to your locker, another classroom, etc. to retrieve forgotten items will be denied.
- You are expected to participate in active discussion by raising relevant, thoughtful questions/observations about the reading selections and paying sustained, consistent attention to the comments of others without demeaning or making fun of them. You are expected to offer questions, significant commentary, and/or corroborative evidence from the text or other research materials to enhance class discussion.
- You are expected to take thorough notes on discussions and readings on a daily basis without being prompted to do so. Lack of preparation, a passive presence during class time, and/or disrespect in terms of side conversations during class and/or working on homework from other classes are behaviors that are inconsistent with the high academic goals of this course.

What is important is to keep learning, to enjoy challenge, and to tolerate ambiguity.

In the end there are no certain answers.

– Martina Horner, President Radcliffe College

Materials

You will need the following materials

- ✓ Internet to access for checking my web page and other on-line resources outside of school
- ✓ Flash drive
- ✓ LHS Planner
- ✓ Three-ring binder (1 ½" to 2" in size)
- ✓ Dividers (at least 5 tabs) for the binder
- ✓ College-ruled loose leaf notebook paper
- ✓ A three-hole punched pencil bag containing the following supplies:
 - colored highlighters: green and blue
 - "sticky" notes
 - blue and/or black ink pens
 - one – two packs 3"x5" or 4"x6" index cards

**The following is a TENTATIVE outline of the AP English Literature & Composition Course
I have designed for you this year:**

[NOTE: the study of vocabulary and Daily Grammar Practice will be a year-long assignment.]

[NOTE: AP style multiple choice practice questions and essay prompts are embedded within each unit of study.]

First Nine Weeks: Summer Reading Wrap-Up/Style Analysis Essay

- Summer reading examination, follow-up, and essays (one to two weeks for discussion, testing, other activities)
- Major Works Data Sheets – introduce
- Writing the Style Analysis essay
- Vocabulary & Daily Grammar Practice
- Outside novels and/or plays (TBA)

Second Nine Weeks: Short Fiction and Writing Focused Literary Analysis Essays

- Short Story Boot Camp (more critical reading and analytical writing about fiction)
You will be provided with handouts of stories, instructional techniques for writing about literature. You will also find stories assigned from your textbook Thinking and Writing About Literature, 2nd ed., by Michael Meyer (No, not the guy from the *Halloween* movies!)
- Outside novel and/or play (TBA)
- Major Works Data Sheets
- Vocabulary & Daily Grammar Practice

Third Nine Weeks: Poetry Analysis and African Colonialism Units/Begin Literary Analysis Research Paper

- Poetry project and poetry analysis techniques
- African Colonialism Unit (*Heart of Darkness*; *Things Fall Apart*; *Poisonwood Bible*)
- Additional novel/play for study (TBA)
- Vocabulary & Daily Grammar Practice
- Begin topic investigation, thesis formulation, finding primary and secondary sources for literary analysis research paper

Fourth Nine Weeks: African Colonialism Unit continued/Literary Analysis Research Paper/AP Lit Exam Review

- Continue close reading and analysis of novels for the African Colonialism unit
- Literary analysis research paper: writing and proper MLA formatting/citation of sources, etc. for final paper
- Vocabulary & Daily Grammar Practice
- Outside novel or play (TBA)
- The AP English Lit & Comp exam will be on Wednesday, May 3, 2017. I will provide some last minute exam practice, reminders and reassurances.

Communication/Extra Help

- I strive to clearly communicate content and expectations to my students. Please strive to keep in communication with me especially if you have any concerns or questions.
- I am usually available every day during mod 10 (my planning time). I prefer that you make an appointment, but I am often available on a "walk-in" basis. Again, please email me with questions/concerns. My contact information is on the first page of this document.

Homework/Classwork

- Planner use is essential in AP English. It is your responsibility to know what is due and when it is due so you will be prepared for class. NOTE: Absence is not an acceptable reason for missing an assignment or being unprepared for class when you return. If you know you are going to be absent from class, your work should be submitted a day before the assignment is due or get it to me somehow that day (via a sibling or a trusted friend).
- **All essays and other assignments are due at the beginning of class on the date assigned. I do not accept late work.**
- **Homework = Class Preparation Work (CPW):** I do not give “busy work.” Anything assigned is given to help prepare you for the AP Exam in May, to prepare you for college, and to meet the goals of Ohio’s New Learning Standards for English/Language Arts.

NOTE: Evidence of cheating (copying or coercing another student for his/her homework or borrowing another student’s ideas without proper documentation) will result in lost credit. Additional work will be required. Disciplinary action will be taken including parent notification and detention(s).

- I realize that emergencies do arise, and I am not unreasonable about unforeseen circumstances; if a serious injury, illness, or other emergency seems likely to prevent you from meeting a deadline, please communicate with me as soon as possible so that we can make other arrangements. If no prior arrangement has been made, late penalties will ensue. **Computer, printer, or email problems are not acceptable reasons for late work; in order to avoid technology woes, you must back up your work so it can be turned in on time.** Please invest in a jump/flash drive and keep it in your AP binder pencil bag.
- My rationale for insisting on deadlines is:
 - The course is arranged according to strict time constraints, and there is little time for the luxury of lateness.
 - In the interest of fairness, all students should be held to the same requirements.
 - Deadlines are a simple fact of any writer’s life, any college student’s life, and any employee’s job.
- Make-ups for announced quizzes and tests must be arranged promptly upon return to class after an excused absence and must be completed in a timely manner. Make-up quizzes and tests are generally prepared in a different format than the original quiz or test. Make-up work will be done on your time and not during class time. I am usually available to give make-up work mod10 (my planning time). If you make an appointment in advance, I can also be available to give make-up work before school or after school. Failure to show up for a make-up assignment/test/quiz, etc. will result in zero credit for that assignment, test, quiz, etc.
- While a lot of your writing will be done in class, there are times when outside writing assignments will occur. These assignments must be typed or word processed. You have access to computers at LHS, the Louisville Public Library, your own laptops and tablets, and the likelihood is that if you don’t have a computer at home, one of your friends or relatives does. To my mind, requiring typed assignments is not unrealistic or unreasonable.
- Informal assignments should be legibly handwritten in blue or black ink. I will not grade what I cannot easily read. I will not decipher poor handwriting or evaluate sloppy work. Pencil is difficult for me to read so please do not use pencil for your assignments.

Grading

- Grades will fall into two categories: 1) items worth 80% of your total grade and 2) items worth 20% of your grade. Essays, tests, quizzes, etc. will be worth 80% and vocabulary homework, some annotation assignments, etc. will be worth 20%. Each graded assignment or activity is assigned a certain number of points based on its complexity and overall importance to the objectives of the course. Then within the Pinnacle grading system, the 80% and 20% categories are designated and applied to the various assignments by me. Very few grades are given during a given nine weeks. Students are mostly assessed on major assignments such as out-of-class essays, timed writings, Socratic seminars, annotated readings, practice multiple choice questions based on reading passages, vocabulary tests, and class participation.

Student Behavior Expectations continued...

I feel compelled to reinforce a few expectations already mentioned or which are more explicitly covered in the LHS planner. In addition, there are a few items listed below which are new. Over the years, I have found that adherence to these expectations helps to ensure a classroom atmosphere that is pleasant and productive for all.

- **Respect is important.** Respect for the classroom, classroom items, classmates, the opportunity to learn, for the teacher, and yourself ... all of these are vital to education.
- **Inappropriate comments during class are not appreciated and not permitted.** Remember, every single thought that pops into your brain does not need to be verbalized. Keep your comments/insights appropriate to the task at hand and verbalize them maturely.
- **Late to class means that you are not in my classroom and in your seat when the bells rings.** Being late to class will result in detention(s) and a call home to your parents.
- **Stay in your seats until the class is over. You are not permitted to line up at the door at the end of the class mod.**
- **Be prepared at all times** with class preparation work, textbooks, copies of novels, planner, binder, and other materials. I have found that being prepared for class is half the battle. Preparation is also vital to a good education.
- **School-wide rule: food (including candy) and beverages are not allowed outside of the cafeteria.** You are permitted to have bottled water in the classroom (not colored/flavored water). If I provide you with a treat, then you are permitted to consume it in my classroom. Other than bottled water and rare instances when I might provide a treat, please do not consume food, candy, beverages, etc. in my classroom. If you need a cough drop, ask. I usually keep some in my desk during cold/flu season.
- **Please do not throw/toss anything (like a pen to one of your classmates) or make baskets when throwing items away** in the waste receptacles in the classroom. You are not in junior high school anymore and I expect you to exhibit more control over your actions.
- **Cell phones** – Cell phones are not permitted at any time during class. They are to be kept in your lockers and turned off. If a cell phone is out and/or is used (it rings, buzzes, beeps, etc., you text message someone, etc.), I will confiscate it and turn it into the office. It is your responsibility to see one of the assistant principals before you leave to retrieve the phone and receive the detentions that accompany cell phone confiscation.
- **BYOT-Free Classroom:** Please do not use any technology (tablets, laptops, etc.) in my classroom unless it is part of an activity we are doing in class. These devices should be turned off and stored away during class. While I appreciate and marvel at the convenience and capabilities of these devices, I will greatly appreciate if you adhere to this policy during the time you spend in my classroom.
- **Leaving the room is by teacher permission only and you must have your planner filled out and signed by me to leave the room.** Please limit bathroom/drinking fountain trips to the end of the class mod.
- **School board policy: textbooks must be well covered at all times.** No stretchy covers permitted.
- The general procedure for most instances will be a verbal warning first, then detention(s) accompanied by a phone call home to your parent(s)/guardian(s). Any further occurrence of inappropriate behavior will result in a referral to the office and another phone call home. I reserve the right to decide as occasions warrant. Major and minor misconducts are further outlined in the student handbook.

A few final thoughts...

You don't get to decide your part in the school play, but you do get to decide whether or not you play it well.

Please keep the above saying in mind as we go through this school year together. AP English Literature & Composition is a demanding course and, as I often say, a whole different animal than the AP English Language & Composition course. Try to avoid stagnation this year. My expectations for you and of you are just as high (and in many cases higher) than they were last year. This should be a year where you continue to grow as a critical reader and thinker. This should also be a year where your writing skills really come to the forefront. I also hope that each of you will accept (and come to appreciate) the challenges of AP English Literature & Composition and I look forward to a great year with all of you!

Miss Vaccaro