AP English Literature & Composition
Dr. Selvage
2014-2015

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hs/content-page/dr-selvages-classroom

AP Central

Textbook Web Site:
http://bedfordstmartins.com/litandcomp

Moodle
http://moodle.tccsa.net/hill/

Progress Book
https://pb.tccsa.net/ParentAccess/

Course Description

Welcome to AP English Literature and Composition. This course focuses on the careful reading and critical analysis of literature by American and British authors from the 1600s to the present. Works studied will include novels, short stories, drama, poetry, and nonfiction.

Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays.

Although a major purpose of this course is to prepare students to take the AP English Literature and Composition Exam, this course is also designed to help students become more proficient at interpreting and writing about literature with a focus on the development of college level writing skills particularly in the area of literary analyses.

This course is taught on a college level. Therefore, it requires a substantial amount of reading and class preparation. Although the material may be difficult, it is still manageable for the motivated high school student. This course substitutes for either English III or English IV.
This course has the following goals:

- To grow as readers by reading, discussing and writing about great works of literature from a variety of genres and time periods;
- To grow as writers by learning to write critical analyses of literature; and
- To develop skills of careful reading and precise writing.

As we study literature and writing this year, we will focus on several essential questions:

- What is it that makes great literature great?
- What can we learn about life and ourselves by reading great works of literature?
- What makes writing effective?

These questions do not have easy answers or just one correct answer. All of these questions have been discussed by readers and writers for centuries.

I want you to have a positive experience in this class. In order to do so, it is necessary that you understand my expectations. You will get the most out of this class if you approach it with a positive attitude and a commitment to do your best work. It has been my experience that students who are enthusiastic, hardworking and reliable get the most out of this class or any other. It is my hope to develop students who are reliable, productive, confident, knowledgeable, and positive. With those things in mind, these are my policies and expectations:

**Required Texts**


This book is loaned to you at no charge by the school. Please keep a book cover on it at all times. You will be assessed a fee for excessive wear or damage to the book.


These books are provided to you free of charge as part of AP Network Grant. You may write in these. In fact, you are encouraged to do so. You will also be given paperback
copies of some of the novels and plays that we will read. These will also be yours to keep.

**Required Materials**

- Planner or something to keep track of assignments
- 3-ring binder or folder for keeping papers for this class
- A spiral notebook for a journal (provided)
- 150 sheets of college ruled notebook paper (no spiral paper)
- Pen (blue or black ink) & Pencil
- A highlighter is optional but useful

Be sure to complete an [Acceptable Use Policy](#) so that you can use school computers and the Internet. You should also have a public library card to enable you to borrow books and use public library resources when needed.

**Behavioral Expectations**

1. Please raise your hand to respond to or ask a question.
2. No talking when the teacher or another student is talking.
3. Be in your assigned seat and ready to work when the bell rings.
4. Bring necessary materials to class, including your books, journal, notebook, pen/pencil, and paper. No passes will be issued to go to lockers to retrieve materials. We have a classroom set of textbooks in the room. Therefore, you do not need to bring your textbook to class.
5. Respect yourself, others and their property.
6. Restroom passes will only be issued for emergencies. Go before or after class.
7. At the end of the period, remain seated until you are dismissed.
8. If you are late to class, bring a pass from whoever made you late. Do not come to class and ask if you need a pass! Discreetly place the pass on the instructor’s desk without interrupting class.
9. Do not leave your seat without permission.
10. No laughing at or making fun of others.
11. No profanity or inappropriate language.
12. Be polite; use good manners; say *please* and *thank you* when appropriate.
13. Be honest and trustworthy in all your actions and statements.
14. Follow directions the first time they are given.
15. If you have been absent, leave your blue slip on my desk **before the bell rings**. It will be initialed and returned to you before the end of the period.

**Discipline Procedure**

Being an adult rather than a child means acting as an adult. Self-discipline is necessary for success in high school and in life. Part of the education process is being corrected.
Expect that I will correct your behavior and your academic work. The mature, adult response to correction is not to argue, explain, pout, slam books, or complain. Instead, a mature adult accepts correction gracefully and uses it to improve. The following discipline procedure is a guideline of what you may expect. Keep in mind that serious misbehavior or frequent misbehavior on your part will lead to skipping steps on my part.

<table>
<thead>
<tr>
<th>First Offense</th>
<th>Conference with student</th>
</tr>
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<tbody>
<tr>
<td>Second Offense</td>
<td>Phone call to parents</td>
</tr>
<tr>
<td>Third Offense</td>
<td>Conference with student &amp; principal</td>
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**Coursework Expectations**

1. Come to class prepared. Have your reading and homework done. Bring your books, notebook, paper, and pens & pencils with you every day. Because this is an AP class, you should expect a larger amount of more complex reading.
2. Be ready to work each day. Success in school and in life is a result of hard work, organization, appropriate behavior, and positive attitudes.
3. You will be expected to work to your level of ability and one step beyond. You must stretch yourself in order to learn and grow. Work can be hard. However, there is satisfaction in a job well done.
4. Class participation is essential. Sleeping or doing homework (for this class or others) while class is going on is rude, distracting to others, and will not help you be successful in this course. You are expected to discuss, take notes, listen, and, most importantly, think.
5. Work is to be done neatly and legibly. No doodling, etc. on papers.
6. Take notes daily. Do not ask "Do I need to write this down." Do not try to be a human copy machine. Write in your own words unless the instructor is dictating something word-for-word.
7. Ask questions when you do not understand something. Do not leave blanks, skip questions or not do assignments because you do not understand. Ask for help and complete the assignment!
8. Keep your notebook organized. Do not use your textbook as a file system.
9. Work willingly on your assignments without complaining.

**Grading Policies**

1. Keep in mind that grades are earned by you not chosen by the instructor.
2. Grades are calculated on a points earned divided by points possible basis.
3. Since you have chosen to take on more challenging coursework, I am committed to helping you achieve the grade you want. You may redo assignments and retake tests as necessary to improve your grade.
4. In order to help you prepare for the AP Exam in May we will frequently do timed writing assignments in class where you will not have access to books or notes. Some of these will be for practice and others will be graded.
5. If you fail to complete assignments for this class, you will be assigned to Wednesday School to receive additional time to get the assignments completed. You may also be expected to redo failing work until it is passing.
6. Your grades can be tracked in Progress Book.
7. Homework and class work will generally be checked for completion. These assignments are practice. You are expected to do the assignments whether they are graded or not. We all need to practice before we get things right. You should also be working to improve. No matter how well we are currently doing we can all do better.
8. The school has a policy that you are required to pass the last nine weeks or the final exam in order to pass the course.
9. Extra credit is available. You may also retake and redo assignments.
10. The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>B</td>
<td>84-91%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>C</td>
<td>76-83%</td>
<td>Average Work</td>
</tr>
<tr>
<td>D</td>
<td>68-75%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>F</td>
<td>67-0%</td>
<td>Unacceptable Work</td>
</tr>
</tbody>
</table>

11. The grading scale tells you what grade will appear on your high school transcript. But you should get into the habit of evaluating your own work as well. You might consider questions such as the following:
   a. How much effort did I make on this assignment?
   b. What did I learn?
   c. What am I still confused about?
   d. What could I do differently to improve my work next time?

Makeup Work

1. You are responsible to see the instructor for assignments missed. See me before school the day you return from an absence to get makeup work. **Do not ask at the beginning of a class period for missed assignments.** You can also ask a friend what you missed.
2. One day will be allowed for each day absent for makeup work.
3. Assignments, tests, projects, etc. due on the first day missed will be required to be turned in/taken on the first day you return to class.
4. Borrow notes from a friend to make up missed discussions and lectures. It is not really possible to make up missed lectures, discussions, films, and so on. Therefore, avoid absences when at all possible. Regular attendance is critical to success in school and in life.
5. If you are going on a field trip, to a contest, or elsewhere during the school day, turn in your work for the day before you leave. If you leave very early in the morning, ask the teacher taking you to place the assignments in my mailbox in the office before you leave. The day before the trip request the work you will miss. Bring it to class the next day. You do **not** get a day to make up this work.
6. If you have a pre-excused absence, you are expected to bring all assignments missed with you the first day you return to class. You should also be ready to
take any missed tests or quizzes the day you return. You do not get extra days to make up work for a pre-excused absence.

7. Any work, test, quiz, and so on that you have been told about in advance is due or will be taken the day you return to school. For example, being absent the day before a scheduled test does not mean that you have an extra day to prepare. You are expected to take the test the day you return. Usually, you will know about all tests and assignments in advance. Therefore, you should not expect to have extra days to make up work.

8. If you are at school and excused to leave before class or if you sign out to go home before class, stop by the room before you leave and drop off any assignments due that day and get any papers needed to makeup class work and homework for the next day. You do not get an extra day for these assignments. If you arrive at school after our class period, stop in and turn in assignments due and get homework assignments. You do not get an extra day for this work either.

**Academic Dishonesty Policy**

Academic dishonesty is a serious violation that is counter to the purpose and aims of Hillsdale High School. Instances of academic dishonesty include cheating and plagiarism. We must teach the kind of work habits or develop the kind of character that produces a good citizen. Any student that cheats or plagiarizes an assignment will be disciplined. The discipline could range from loss of credit for that assignment to loss of credit for the course.

1. Cheating is defined as copying the work of another; willfully supplying answers either written, verbal, or non-verbal on tests, quizzes, or projects; or using resources such as notes or copies of tests/quizzes without teacher approval.

2. Plagiarism is defined as an act of stealing and passing off another’s work as one’s own. Examples include, but are not limited to:

   A. Verbatim use of a quote or quotes without using quotation marks or documenting the source.
   B. Use of another's ideas without acknowledging the source.
   C. Willfully allowing another student to copy his/her work, disks, files, etc.
   D. Copying from or resubmitting a paper: 1.) prepared by another person and passing it off as one's own; 2.) for which credit has been previously earned.
   E. Manipulating or interfering with any academic work of another student.
   F. Submission of work copied from or ideas taken from computer services without crediting the source.
   G. Illegally accessing a computer program or data.
   H. Retrieving data and/or copying and submitting work as one’s own.

*Taken from the Hillsdale High School Student Handbook.*
If you are caught cheating on a test in this class, you will be expected to retake the test. The test will be a different form and may also be a different format. (In other words, your retake will likely be an oral test where I will ask you questions and you will have to give me answers orally. This test will usually be given before school in the morning. The questions on this test will also be different from the ones on the original test that you cheated on.) Your parents will also be contacted. After the first time you are caught cheating on a test, the above rules will still apply and you will also be referred to the office for further disciplinary action.

If you are caught plagiarizing on a paper or other written work, you will be expected to rewrite the paper. You will be required to tell your parents that you plagiarized and ask them to call me by the next day. If I do not receive that call, I will call your parents and inform them that you plagiarized and also that you did not inform them as I asked you to. Failing to tell your parents will also result in a referral to the office. Your rewritten paper will be required to be at least 20 percent longer than the original assignment. In other words, if the original assignment was 500 words, your rewrite will need to be at least 600 words. Further, you will be required to rewrite the paper as many times as necessary until it meets a standard that is acceptable to me. You should also not expect to receive a grade higher than a B on a paper that is being rewritten because it was originally plagiarized. You will need to produce some outstanding work to receive a B. The second time and thereafter that you are caught plagiarizing in addition to the above you will also be referred to the office for further disciplinary action.

Similar actions to the above will be taken for any other incidents of academic dishonesty.

**Group Behavior Expectations**

When you work in a group the following expectations apply:

1. Begin by arranging your group so that it is separate from other groups, so that you can focus on your group’s conversation. It will not always be possible to have a lot of space between groups, but there should be enough space so that a person can easily walk between groups.
2. You should not be talking to people in other groups. Focus on the conversation within your own group.
3. Arrange the seats in your group so that you are facing each other and you are turned to face your group squarely. Also arrange your seats so that everyone in your group can see the front of the room.
4. Everyone in the group should be participating. As a member of the group, you have a responsibility to share information and to listen to others when they are sharing.
5. Be encouraging of other members of your group. Ask for their participation. Do not put down their answers. Correct wrong answers but do so politely.
6. As a group, you should work together on the assignment before asking for help from the instructor. Work together to answer the questions.

7. Respect the views of others in your group. That does not necessarily mean that you need to agree with other people. You just need to acknowledge their right to hold a different opinion.

8. Stay with your group until dismissed by the instructor. Do not be up and wandering around the room.

**Cell Phones and Electronic Devices**

If you bring a cell phone or other electronic device to school, it is to be turned off and locked in your locker when you arrive at school. If you bring your device to class, or it sounds/vibrates during class, or creates any disturbance, it will be taken from you and turned in to the office. You will need to retrieve it from the office.

**Moodle**

Portions of this class will be conducted using Moodle, which is a learning management system that allows assignments to be completed online. You will be given your own username and password to access Moodle. Do not share this username and password with any other student and do not use any other student’s username or password. Moodle can be accessed from home by going to this web address [http://moodle.tccsa.net/hill/](http://moodle.tccsa.net/hill/)

Keep the following guidelines in mind when using Moodle:

- This program is designed to allow the instructor to track what you do. That means the instructor can see what you have accessed, what you typed, the content of messages you send, and so on.
- You should only be using Moodle as instructed to complete assignments as directed by the instructor.
- One of the benefits of Moodle is that it allows students to interact. These interactions need to be school appropriate and appropriate for the assignment that has been made.
- It is customary when doing things like sending text messages, emailing friends, or using Twitter to write with abbreviations, not worry about grammar, make personal comments, and so on. However, when you are working on Moodle, you are doing school work. Therefore, you should use correct spelling, proper grammar, confine your comments to the assignments, and avoid personal messages and informality generally.
Use of School Computers

Your student handbook has a complete set of rules regarding the use of school computers and the internet. Those rules apply in this classroom as well as everywhere else in the building. We are fortunate to have received a generous donation from Samaritan Regional Health System that allows us to have a classroom set of computers. When we are using these computers, please keep the following in mind:

- Work only at the computer assigned to you by the instructor.
- This is not your own computer. Therefore, you are not to personalize the desktop, change screen savers, and so on.
- Do not make any changes to computer settings without permission from the instructor.
- You are only to use internet sites and computer resources as directed by the instructor.
- You are welcome to check your grades on Progress Book when we are using computers, but this should only be done when you have your classwork finished, and it should be done quickly.
- We have a printer in the classroom, but you need instructor permission to print. Check your work carefully before printing to avoid wasting paper.
- Save your work often. Make sure you save in your folder on the users drive not on the local machine. You are responsible for retrieving your own work. If you lose your file for any reason, you will need to redo it in order to receive credit.
Content Outline

This is a tentative outline of the course content for the entire year. This outline is subject to change as the course proceeds. It is unlikely that we will have time to read all of the works referenced here. The AP Exam encourages close reading. We will take time, therefore, to examine the works we do read in some detail.

Reading

Literature will be studied by theme rather than chronologically.

Theme: Art and the Artist
Ernest Hemingway *A Clean Well-Lighted Place*
James Baldwin *Sonny’s Blues*
Samuel Taylor Coleridge *Kubla Kahn*

Theme: Identity and Culture
Novels
Joseph Conrad *Heart of Darkness*
Chinua Achebe *Things Fall Apart*

Nonfiction
Chinua Achebe *An Image of Africa*

Short Stories
Nathaniel Hawthorne *Young Goodman Brown*
Joyce Carol Oates *Where Are You Going, Where Have You Been?*
John Updike *A & P*

Poems
William Butler Yeats *The Second Coming*
John Milton *When I consider how my light is spent*
Alexander Pope *The Quiet Life*
Ralph Waldo Emerson *The Apology*
Dylan Thomas *Fern Hill*
Countee Cullen *Heritage*
Paul Lawrence Dunbar *We Wear the Mask*
Rudyard Kipling *The White Man’s Burden*
H.T. Johnson *The Black Man’s Burden*
Theme: Transformations
Novel
Mary Shelley *Frankenstein*

Drama
George Bernard Shaw *Pygmalion*

Short Story
Ray Bradbury *August 2026: There Will Come a Soft Rain*

Poems
John Milton Selections from *Paradise Lost*
Samuel Taylor Coleridge Selections from *Rime of the Ancient Mariner*
William Wordsworth *Lines Written a Few Miles Above Tintern Abbey*
William Wordsworth *The World Is Too Much with Us*
Alexander Pope Selections from *Essay on Man*

Theme: The Feminist Perspective
Novel
Kate Chopin *The Awakening*

Drama
Henrik Ibsen *A Doll’s House*
Susan Glaspell *Trifles*

Short Stories
Kate Chopin *The Story of an Hour*
Kate Chopin *Desiree’s Baby*
Amy Tan *Two Kinds*

Poetry
Anne Sexton *Cinderella*
Mary Oliver *When Death Comes*
Marge Piercy *Unlearning How Not to Speak*

Theme: Conformity and Rebellion
Drama
William Shakespeare *Hamlet*

Short Story
Kurt Vonnegut *Harrison Bergeron*

Poetry
William Shakespeare Selected Sonnets
Percy Bysshe Shelley *Song: To the Men of England*
Emily Dickinson *Much Madness is divinest Sense*—
Dylan Thomas *Do not go gentle into that good night*
W.H. Auden *The Unknown Citizen*

Nonfiction
Aristotle’s definition of tragedy

**Theme: Love, Family, and Relationships**

Dramas
Arthur Miller *Death of a Salesman*
Oscar Wilde *The Importance of Being Earnest*

Short Stories
Eudora Welty *Death of a Traveling Salesman*
Tillie Olsen *I Stand Here Ironing*
Salman Rushdie *The Free Radio*
William Faulkner *A Rose for Emily*
Flannery O’Connor *A Good Man is Hard to Find*

Poetry
Ben Jonson *On My First Son*
Anne Bradstreet *Before the Birth of One of Her Children*
William Butler Yeats *A Prayer for My Daughter*
Langston Hughes *Mother to Son*
Sylvia Plath *Daddy*
Robert Herrick *To the virgins, to Make Much of Time*
Lord Byron *She walks in Beauty*
William Wordsworth *We Are Seven*
Andrew Marvel *To His Coy Mistress*

Nonfiction
Arthur Miller *Tragedy and the Common Man*

**Theme: War and Peace**

Drama
Sophocles *Antigone*

Short Stories
Luigi Pirandello *War*
Cynthia Ozick *The Shawl*
Tim O’Brien *The Things They Carried*
Poetry
Walt Whitman *Vigil strange I kept on the field one night*
Herman Melville *Shiloh: A Requiem*
Siegried Sassoon *Lamentations*
Wilfred Owen *Dulce et Decorum Est*
Randall Jarrell *The Death of the Ball Turret Gunner*
Richard Wilbur *First Snow in Alsace*

Other
Homer *The Champion Arms for Battle* from Book 19 of *The Iliad*
William Shakespeare “If we are marked to die . . .” from *Henry V*, Act IV, scene iii p. 1415

**Writing**

Writing assignments will be both formal and informal. Students will be required to annotate selected works they read. Students will also be required to keep a reader response journal to record their thoughts about their readings using the three levels of questions discussed in the textbook. Responses can include statements and also questions the reading generates in the student’s mind. Some writing assignments will require students to use their annotations and journal entries. Students will also be required to identify in their journals at least two new vocabulary words every week gleaned from their writings. They will also be expected to incorporate these new vocabulary words into their writing assignments.

Students will write both in class and out of class. In class assignments will include both timed and untimed writings. Students will complete at least one timed writing assignment for each thematic unit.

Process writing will be used for at least one essay for each thematic unit. Students will workshop essays by giving and receiving peer feedback. Teacher feedback will also be provided. Students will write multiple drafts focusing on improvement in content, expression, and logical organization. Students will also engage in editing and proofreading exercises before submitting final copies of essays.

Mini-lessons on mechanics, grammar, style, diction, and tone will be provided. Some of these mini-lessons will be based on common problems identified from student writing. Students will also have mini-lessons on sentence structure focusing on their own writing. Students will revise their essays specifically focusing on sentence structure and variety. Students will also have mini-lessons on the use of specific, illustrative details to support their arguments as well as how to strike a balance between generalizations and supporting details.