

AP English Literature and Composition

Hazelwood East High School
Course Syllabus
Fall 2019 / Spring 2020

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COURSE DESCRIPTION/OBJECTIVES

This year-long advanced placement course is a thematic, cross-cultural approach to world literature. Reading and writing emphasis will be analytical and critical in nature. You will write formal and informal expository papers, literary essays, and MLA-style research papers. Activities will focus on improvement of writing skills, analytical skills, presentation skills, discussion skills, and listening skills. You will read college-level material with mature content, respond to AP-style essay prompts, and generate college-level work. You will read literature listed on the AP reading list. This course helps you to prepare for the AP English Literature and Composition Exam. Each semester you will be required to create and participate in a presentation, write at least two critical analyses, and create a research project or paper. You will be encouraged to take the optional AP exam in the spring. Six hours of college credit will be available pending the successful completion of both semesters and the passing of the AP exam.

*Please note, you *MUST* contact your potential colleges/universities and verify what types of credit they will accept.

Course Expectations

The reading materials covered in this course will build upon reading done in previous courses. You will read works from around the world written between the sixteenth and twenty-first centuries. While covering a wide range of genres and periods, you will most importantly focus on becoming intimately familiar with a few works. You will need to make sure you plan carefully for the amount of reading required in this course. The works you will read require careful, deliberate reading. While poetry often seems short, please remember that it is packed with meaning and subtleties that require multiple readings to fully flesh out.

Please consider obtaining a personal copy of the various novels, plays, epics, poems, and short fiction used in the course so that you may actively take notes as you read. You may purchase new or used copies from a local bookstore or an online retailer. Please take into consideration the dates these books will be needed in class to avoid ordering/shipping delays. Some books may also be checked out from the English Department or from the school/local library. Some works may even be available online.

Preliminary list of novels, drama and anthologized material:

- *Literature: An Introduction to Fiction, Poetry, and Drama*. 8th edition. New York: Longman, 2002.
- *Antigone*. Sophocles
- *Beloved*. Toni Morrison
- *Beowulf*.

- *The Canterbury Tales*. Geoffrey Chaucer
- *Don Quixote*. Miguel De Cervantes.
- *The Inferno*. Dante.
- *Macbeth*. Shakespeare.
- *Metamorphosis*. Franz Kafka
- *Oedipus Rex*. Sophocles [available in *Literature*]
- *Their Eyes Were Watching God*. Zorah Neale Hurston
- *Things Fall Apart*. Chinua Achebe.
- *Wuthering Heights*. Emily Bronte.
- Short fiction and essays—as selected.
- Poetry—as selected.
- Modern novels—as selected.

ASSIGNMENT SUBMISSION POLICY

Major writing assignments must be turned in via Google Classroom by 11:59 pm on the due date. However, I am not responsible for incorrectly submitted or "late" assignments. If you have any doubts about the receipt of your Google Classroom submission, please email me.

When typing your essays, label your attachment with your last name, class and assignment title.

Example: **HollinsAPThisIBelieve.doc**

Do not "share" a Google doc with me. Use Google Classroom to submit all major writing assignments (See instructor for more details).

GUIDELINES FOR TYPED ESSAYS

- Calibri or Times New Roman font
- 12 point font
- 1-inch margins
- Black ink only
- Correct heading in the correct place (single spaced)
- Indent paragraphs
- Double space whole paper (except for heading)
- Do NOT skip an extra line between paragraphs

TEXT INFORMATION

Reading for AP English Literature and Composition

Literature: An Introduction to Fiction, Poetry, and Drama. 8th edition. New York: Longman, 2002.

-This textbook will be issued to you. You are to bring it to class each day unless you are instructed otherwise. Other texts may be issued to you during the course of the year. You also may be responsible for securing specific texts on your own through the school/county library or through purchase.

PERFORMANCE ASSIGNMENTS

Further instructions and expectations for writing assignments will be given as the course progresses, but the assignments will focus on the critical analysis of literature and include expository, synthesis, analytical, and argumentative essays. The goal of this course is to help you develop stylistic maturity and to increase your ability to explain clearly, convincingly, and even elegantly, what you understand about literary works and the world around you. In writing, you will also work to use well-chosen, specific textual references to support your specific interpretations and arguments.

In writing critically about a work of literature, you will be asked to analyze and interpret aspects of language, structure and style, explain judgments of the work's artistry and explore its social/historical context. Writing assignments will focus on organization, audience, purpose, and style. They will also involve careful attention to editing and revision, so that you may become conscious of your diction, syntax, organization, attention to detail and effective use of rhetoric. Expect the writing you produce in this course to reinforce your reading as the two are closely interconnected.

Your out-of-class writing will need to be typed using appropriate MLA formatting. This will make proofreading, peer editing, and revisions of your paper easier to accomplish. You may get some class time in the, however, time during scheduled class hours is not guaranteed and, therefore, you should be prepared to type your papers before or after school, or at home.

ASSIGNMENTS

- **IN-CLASS WRITING**—this will include responses to passages from a novel or poem covering literary elements (syntax, diction, imagery, tone...), responses to essays or articles, free-writing, quick reflections in preparation for discussion, and timed essays based on various prompts in order to provide the experience needed to learn how to write effectively under time constraints. Be prepared to share some of these pieces with the class.
- **MAJOR ESSAYS**—typically 750-1500 words (3-5 pages) in length, but one of these papers must be a formal research paper. Here you will be asked to either write to explain or write to evaluate. In these essays you will develop a thesis or an argument to present an interpretation or analysis in response to the literature using clear, coherent, and persuasive language. We will discuss a variety of critical approaches used when analyzing literature that you may also choose to use. Some of these essays will involve research beyond the primary works. We will also use revision tools to improve writing.
- **EXAMS**—exams on literature may consist of passage-identification questions, multiple-choice questions, short-answer questions, and essay questions similar to what students would see on the AP exam.
- **ORAL PRESENTATIONS**—students will be asked to present observations, inferences, analyses and criticisms in both formal and informal situations. Expect to participate in Socratic Seminar discussions of the literature, and be asked to facilitate said discussions on occasion. Being able to communicate effectively both orally and in writing is crucial. In addition, students will be required to work cooperatively with classmates to design and present material to the class using programs such as PowerPoint, Google Presentations, or Prezi.
- **CLASS PARTICIPATION** —students should complete all assigned readings prior to class, and they should also be prepared to discuss specific passages from the works as they relate to our topical focus, so please make sure to always have the assigned text with you. I will give **quizzes**, announced and unannounced, throughout the course, and we will do some in-class writing.

MAJOR ESSAYS

Upon completing at least 2 of the following assignments, you will be asked to write a process essay in which you reflect upon the steps involved in completing the assignment. You will need to trace the process you used from start to finish, discuss any problems you encountered and how/if you solved them, and determine what worked well and what you might do differently. These essays will help you focus on your writing process and help you strategize methods for success on future assignments. You will add them to your final digital portfolio.

ASSIGNMENT ONE: *THIS I BELIEVE* – DUE SEPTEMBER 24TH

For this assignment, you will write a 750-1000 word essay in which you justify a personal philosophy, or a “This I Believe” statement. Students engage all steps in the writing process to develop their “This I Believe,” reading sample essays, prewriting, drafting, and revising. The ideal essay will clearly state a philosophy, include detailed examples from the author’s life to support the philosophy or explain how it was formulated, and draw some conclusions about how the author hopes the philosophy will sustain himself/herself throughout life—struggles, etc. **The successful TIB essay can often be easily adapted to fit your individual college essay requirements.**

**Sample essays and a detailed scoring guide will be provided for this assignment.

ASSIGNMENT TWO: *SYNTHESIS* – DUE OCTOBER 29TH

Information technologies seem to be at the forefront of our world as it's hard to imagine going a day without sending or receiving material through the use of some technological device such as televisions, computers, cell phones, etc. Many people appreciate the ability of such technologies to provide easy access to information and facilitate research and learning. At the same time, however, some critics worry that the widespread use of information technologies forces our lives to move too quickly. We encounter images and information from the Internet and other sources faster than we can process or evaluate them, and even though electronic communication has been enhanced, both the quality and quantity of face-to-face interaction is changing. (2010 AP® English Language and Composition Free-Response: Question 1)

You will be provided with a variety of sources on this topic. Read them carefully. Then, in a 3-4 page essay that synthesizes at least four of the sources for support, evaluate the effect that technology has had on society and the evolution of human relationships over the past 50 years.

Your goal is to

- understand others' positions, views, or arguments.
- comprehend the major claims in the texts you consult, understand how these claims are substantiated, and identify how they might appeal to intended or unintended audiences.
- develop your own original argument by acknowledging and responding to the claims you've encountered in the sources.
- avoid misattributing claims or oversimplifying an argument as such an approach reflects superficial reading of the sources or a refusal to consider points of view that conflict with your preconceived position.

ASSIGNMENT THREE: *ARGUMENT* – DUE NOVEMBER 26TH

In recent years policing in the United States has been thrust to the forefront as incidents in which civilians are shot by police have become widely publicized. Vann Newkirk II, a writer for *The Atlantic* claims,

"The next shooting may not come tonight or tomorrow. By the math, though, every two days a black person of some age — 14 or 18 or 43 or 37—armed or unarmed, sober or under the influence,

resisting arrest or providing officers with identification will be shot and killed by an officer or officers. Video of the incident will likely be circulated. Protests will likely follow. But any sort of end to this violence remains truly unlikely." <https://www.theatlantic.com/politics/archive/2016/07/officer-involvedshootings-castile-sterling/490349/>

Write an essay that evaluates Newkirk's argument. In a 3-4 page paper, take your own position, make a claim and argue that claim using one of the systems of argumentation (Classical, Rogerian, or Toulmin). Use appropriate examples from your research, experience, or observations to support your argument.

ASSIGNMENT FOUR: RESEARCH – DUE JANUARY 14TH (ANNOTATED BIB DUE DECEMBER 17TH)

The independent novel that you read is a highly influential work of its time. You will research its historical reception, the evolution of thought about said work, and its impact on both the societal and literary worlds. While your mission is initially that of research, the overarching point is to create a persuasive work that asserts *why* your selection is highly influential. The final essay should be 8-10 pages.

Possible structure:

Section I—Background. In this section, you will examine the target audience for your work. Be sure to include any important historical events that may have shaped the work.

Section II—Reception History. Trace the critical responses to the work from its inception onward.

Explore any divergent thought and posit why those differences may have occurred, be they as a result of opposing schools of thought or as a result of the natural progression of history.

Section III—The Influence. This is your persuasive literary argument. Be sure to draw upon the information you gathered in the first two sections. Then, use your annotations to back up your major point about why the novel is influential in terms of style, character development, themes, etc.

ASSIGNMENT FIVE: LITERARY ANALYSIS – DUE APRIL 15TH

Write an extended literary analysis (about 1500 words) in which you read one of the texts from this year from a critical perspective. Choosing one of the critical schools, create an original argument in which you illustrate the ways in which the text works within the frame work of that school. To prove your case, select relevant details from the text while incorporating other critical sources.

ASSIGNMENT SIX: PROJECT – DUE MAY 13TH

(DATE SUBJECT TO CHANGE WITH FINAL REVISION OF DISTRICT CALENDAR.)

In groups of three/four, create a brochure proposing a change to a problem on campus. Individually, write one page evaluating the text your group produced and the work your group performed together.

For this project, you should think about the kinds of changes or improvements you'd like to see at East. First, **choose a problem** that you've experienced that also affects others. How will you persuade these others that a problem exists? Second, **determine who is in a position to enact and support your proposal**. How will you make your solution seem like a good idea to them? Third, **decide on a solution**. What exactly do you want to achieve? Will the people most affected be willing to go along with your solution?

Creating change – in ourselves and in others – takes persuading. Why aren't things good enough now? Why can't we continue to do nothing? In this project you'll need to **persuade** readers not only that your problem exists, but also that your solution is more appropriate than other possibilities and that it is worth the extra time and effort. Make sure your audience doesn't look at your argument or your support and think, "So what?" or "I've seen this before."

To support your ideas and help maintain clarity, your brochure should include a balance of text and images. Incorporate photos from outside sources and properly cite those according to MLA guidelines. Remember to make these sources matter and to use them thoughtfully to support points that you're making.

Your critical task in both the brochure and the evaluation will be making strong claims and supporting them in thorough, specific, adequately developed ways. Be aware of the line between making a strong claim and supporting it, and relying solely on your opinion. Think carefully about this distinction as you plan and execute your argument.

In your individual evaluation of the brochure, discuss both the verbal and visual rhetorical choices your group made when creating the document. As you evaluate the work your group performed together in your write-up, describe each of your colleagues' contributions to the project.

MID-TERM AND FINAL: *DIGITAL PORTFOLIO* – DUE LAST DAY OF EACH SEMESTER

You will need to maintain a digital portfolio of your work in the course. It is mandatory that you include final drafts of the major assignments as well as a specific reflection for each assignment.

The purpose of the portfolio is to compile a representation of your ability and growth as a literature and composition student. The key is to closely examine and reflect upon where you were and where you are. Thus, when you submit your portfolio for review, you will need to include a short (500 words or less) process essay/cover letter that describes what you believe are the strengths of the portfolio, provides reflections on your struggles, and discusses the learning that is demonstrated by the whole collection. If you feel it would benefit the portfolio, you may also choose to include pieces written prior to this semester. You will meet with me during class, at another time in which you schedule with me, or during the last week in April to conference on your portfolio.

READING AND WRITING SCHEDULE – All dates are subject to revision due to unforeseen circumstances or course needs.

Major writing assignments are listed within each unit; however, there will be various opportunities for writing, editing, and revising that are not specifically referenced here.

Course Outline

Week 1: Introduction to the Course

Weeks 2-3: Beginnings, Myths and Heroes: Part I

Weeks 4-6: Beginnings, Myths and Heroes: Part II

Weeks 7-8: Beginnings, Myths and Heroes: Part III

Weeks 9-12: Poetry

Weeks 13-14: Tragic Downfalls I

Weeks 14-18: Tragic Downfalls II

Weeks 19-21: The Individual and Society I

Weeks 22-25: The Individual and Society II

Weeks 26-31: Decisions

Weeks 32-36: The Search for Truth

Course Curriculum Map

Major writing assignments are listed above, however, there will be various opportunities for writing, editing, and revising that are not specifically referenced here.

First Semester:

Week 1: Introduction to the Course

Students will start out the course with a timed AP essay taken from a past exam. Afterwards, students will discuss initial reactions to the process of responding to a timed essay prompt and begin an ongoing discussion of techniques needed to clearly convey analysis and demonstrate stylistic maturity through a response. Students will also spend several days on an AP essay scoring activity to determine what makes a strong (AP) essay? They will examine several past prompts and corresponding sample student responses, point out wellconstructed thesis statements, support, transitions and details, and determine ways of improving weaker sample essays.

Weeks 2-3: Beginnings, Myths and Heroes: Part I

Essential Questions: What are the origins of literature? What is the definition of “mythology,” what are its origins and what impact has/does it had/have on human life?

Literature:

“Nothing Gold Can Stay” (Frost)

“Bavarian Gentians” (Lawrence)

“The World Is Too Much with Us” (Wordsworth)

“The Second Coming” (Yeats)

Selected fables from the text (i.e. “The Appointment in Samarra” by W. Somerset Maugham) *Metamorphoses* (Ovid)

Writing Assignment: Timed in-class reader-response analysis of poems. Expository writing in response to study of myths/mythology

Weeks 4-6: Beginnings, Myths and Heroes: Part II

Essential Questions: What are the origins of the hero? To what extent do heroes reflect the culture’s mores?

Literature:

Selected passages from *The Epic of Gilgamesh* *Beowulf*

Selected passages from *The Iliad* (Homer)

Weeks 7-8: Beginnings, Myths and Heroes: Part III

Essential Questions: How does Rushdie treat the classical elements of storytelling, mythology and the hero story in his contemporary novel? What allusions to classical stories does he include? How does this novel work on multiple levels to convey/criticize mores of the culture in which it was created?

Literature:

Haroun and the Sea of Stories (Rushdie)

Writing Assignment: Literary analysis of *Haroun and the Sea of Stories* in which students will need to clearly explain the particular message Rushdie conveys and show how his use of such elements as symbols, diction, figurative language, allusions, and organization help him achieve his goal.

Weeks 9-12: Poetry

Essential Questions: What makes a poem? What are the common features of poetry? What literary techniques do poets use in writing poetry? How does one go about writing about poetry? How will an understanding of poetry help in analyzing other works of literature, specifically drama?

Literature:

Selected readings from 16th-20th Century poetry

Writing Assignments: In-class writing activities to explore the process of explicating and analyzing poetry. Analysis of a poem based on its textual details and intrinsic elements.

Poetry project: Students will be required to select a poem from the text and lead class discussion of said poem. It is recommended that their poetry analysis is of this poem.

Weeks 13-14: Tragic Downfalls I

Essential Questions: What is the definition of a tragedy? What makes a hero a tragic hero?

Literature:

"Ulysses" (Tennyson)

"On the Vanity of Earthly Greatness" (Guiterman)

"Ozymandius" (Shelley)

Oedipus Rex (Sophocles)

Writing Assignments: Timed in-class essays in response to the poetry and play.

Weeks 14-18: Tragic Downfalls II

Essential Questions: How is Macbeth a tragic hero? How does the play act as a tragedy on multiple levels (moral, familial, social, military, political)? How does Shakespeare's play fit Aristotle's definition of tragedy?

Literature: *Macbeth* (Shakespeare)

The Macbeth Trial: Students will use their knowledge of the play to analyze character motives and actions in putting Macbeth on trial for his crimes.

Second Semester:

Week 19-21: The Individual and Society I

Essential Questions: How does the individual shape society? How is the individual shaped by society?

Over winter break, students will read *One Day in the Life of Ivan Denisovich* (Solzhenitsyn) and write reactions to the novel in their reader-response journal. Upon returning to class, students will participate/lead a discussion of the elements, themes, and morals of the novel.

Literature:

One Day in the Life of Ivan Denisovich (Solzhenitsyn)

“Wife of Bath” (Chaucer)

“A Modest Proposal” (Swift)

“To His Coy Mistress” (Marvell)

“Go Lovely Rose” (Waller)

Selected short fiction

Writing assignment: Timed in-class AP essay prompt.

Weeks 22-25: The Individual and Society II

Essential Questions: In what ways does Achebe use fiction as a means of commenting on society and history? Is Achebe successful in communicating an alternative to the dominant Western account of missionaries in Africa? Is Okonkwo a tragic hero? Is *Things Fall Apart* a tragedy of both the individual and society?

Literature:

Things Fall Apart (Achebe)

“The Second Coming” (Yeats)

Writing assignment: Formal literary analysis focused on analysis/criticism of the social and cultural values presented in the novel. This essay must quote extensively from additional resources for support.

Weeks 26-31: Decisions

Essential Questions: Why is the inner conflict of making decisions such an important theme in literature? What are some of the different types of decisions man makes and what impact do they have on individual, societal, and global levels? How do the pressures of relationships impact decisions?

Literature:

Love Medicine (Erdrich)

The Metamorphosis (Kafka)

“Leaving Forever” (Levertov)

“George Gray” (Masters)

Writing assignment: Formal literary criticism of *Love Medicine*.

Weeks 32-36: The Search for Truth

Essential Questions: How and why is the search for truth an essential pattern in literature? What elements of society act against an individual's search for and understanding of self?

Literature:

Selected non-fiction literature

Selected short fiction

"The Handsomest Drowned Man in the World" (Marquez)

Selected passages from *Don Quixote* (Cervantes)

Writing assignment: Timed in-class essay.

RUBRIC COMPONENTS

- **Readability and Audience Awareness:** Papers are designed to appeal to a particular audience, whether that audience is the scholarly community, professionals, students, the instructor, or the general public. They therefore must be readable. Readability refers to the clarity of the paper itself. Readability is influenced by the use of proper grammar and mechanics, but readability also relates to the relative clarity of ideas expressed, and the extent to which a writer uses language and tone in ways appropriate to the intended audience.
- **Clarity of Objective, Argument, or Thesis Statement:** All assignments serve a purpose. Within a given class, a paper is designed to address one or more key objectives. Papers with a clear objective, purpose, or thesis statement sufficiently explain what the paper sets out to accomplish and why that argumentative goal is significant.
- **Support, Analysis, and Critical Thinking:** All papers serve a particular purpose. Elaborating on the objective, purpose, or thesis statement requires the writer to provide examples or evidence to support that objective, purpose, or thesis statement. Carefully-chosen examples and evidence demonstrate that the writer can think critically about the paper topic. When outside resources are required, the paper will provide appropriate documentation, typically using MLA style.
- **Organization:** An organized paper models a clear progression of ideas. The writer moves from idea to idea in a deliberate, not a haphazard way, effectively and persuasively transitioning from one topic to another. In addition, for a given topic or class, effectively organized papers will logically structure the key sections required for the assignment

GRADING RUBRIC

| | A | B | C | D | F |
|---|--|---|--|--|--|
| Readability and Audience Awareness | Text is a pleasure to read. Sentences convey complex ideas with clarity; the reader is not forced to re-read passages for comprehension and is not distracted by any problems with grammar, spelling, and/or punctuation. In addition, the writer has carefully crafted language, tone, and evidence to engage an intended audience. | Text is easy to read; sentences convey ideas with clarity. The reader understands sentences clearly when reading at normal pace; Isolated problems with grammar, spelling, and/or punctuation do not impede the reader's comprehension of the paper's overall argument. In addition, the writer has crafted language, tone, and evidence with a clear audience in mind. | Text is readable in most places; reader can understand most sentences clearly when reading at a normal pace, though may have to reread several passages. Problems with grammar, spelling, and/or punctuation distract reader in a few places. Additionally, the writer may not consistently craft language, tone, and evidence to engage an intended audience. | The reader has consistent difficulty understanding sentences when reading at a normal pace; the reader consistently has to reread passages. Recurring problems with grammar, spelling, and/or punctuation often distract the reader. Additionally, the paper's use of language, tone, and evidence limit the engagement of an intended audience. | Recurring problems with grammar, spelling, and/or punctuation interfere with the reader's ability to understand the text's lines of reasoning. Additionally, language, tone and evidence may consistently demonstrate that the writer lacks a sense of audience when crafting an argument. |
| Clarity of Purpose, Objective, or Thesis Statement | Presents an ambitious, clear and engaging objective, purpose, or thesis statement that the reader can easily identify; the argument is complex, sophisticated, and intellectually risky, moving beyond course discussions and lectures to address a question or issue from a perspective readers might have not considered. | Presents a clear objective, purpose, or thesis statement that the reader can easily identify. The argument is complex, appropriate for the assignment and evinces a strong, audience-focused critical stance. | Presents an objective, purpose, or thesis statement that the reader can identify; the thesis statement takes an identifiable stand on an issue or question in a way that is appropriate for the assignment. | Presents a partially-formulated objective, purpose, or thesis statement that the reader has some trouble identifying; the thesis statement may not be clearly appropriate for the assignment. | The reader cannot identify a thesis. |
| Evidence, Analysis, & Critical Thinking | Uses evidence (e.g., course material/outside sources) to investigate a range of possibilities contained in the paper's objective or thesis. Evidence is more than sufficient, incisively chosen, and presented fairly, accurately, and stylishly. When appropriate, writer identifies and reckons with conflicts and contradictions in the evidence compiled, engaging with source material in a way that showcases his or her own critical voice. | Uses evidence (e.g., course material/outside sources) to investigate several aspects of the paper's objective or thesis. Evidence is sufficient and is presented fairly and accurately, with attention to style. When appropriate, writer engages with source material in a way that shows an awareness of critical voice. | Uses some evidence (e.g., course material/outside sources) to investigate the paper's objective or thesis, though some ambiguity may exist as to how evidence or examples fit with the paper's overall argument. Some sections require more evidence or examples. | Evidence is insufficient to support the objective or thesis. Reader has difficulty understanding how evidence or examples support the paper's objective or thesis. Even when appropriate, writer may neglect to engage with source material in a way that demonstrates an awareness of critical argument. | Evidence or examples are absent. |

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|---------------------|--|---|---|--|--|
| Organization | The paper demonstrates a command of structure and organization. The paper is organized with clarity, logic and style; Sections, and paragraphs within sections, flow easily and naturally. In addition to fulfilling the assignment, this paper demonstrates that the writer carefully considered the most appropriate argumentative structure and crafted the structure of the paper accordingly. | The paper demonstrates a clear awareness of structure and organization. Is clearly and logically organized; most sections, and paragraphs within sections, flow easily and naturally. The paper is structured with care in a manner consistent with the assignment and well-suited to the argument being pursued. | The paper strives to follow a clear organizational structure. However, some sections, and paragraphs within sections, do not flow naturally, and the organization of the paper is not always clear and logical. The paper may contain several instances of poor transition from one idea or section to another. | Substantial organizational issues exist; paper may not be organized according to assignment specifications; major transition problems may be observed. | Major organizational issues exist; paper may lack several sections required by the assignment; there appears to be little flow among sections. |
|---------------------|--|---|---|--|--|

GRADE DESCRIPTIONS

| | |
|---|--|
| C | <p>Solid work. C papers fulfill the assignment. They take a stand on one issue or question arising from class readings and discussion, and provide some evidence from source material to support that position. C papers show some awareness of audience: they offer readers a discernible structure, using transitions to move from one idea to the next both between and within paragraphs, and demonstrate some attempt on the part of the writer to craft language, tone and evidence with a particular audience in mind. Finally, C papers are readable. Grammatical and/or syntactical mistakes are not so prevalent that they impede a reader's understanding of the paper's argument.</p> |
| B | <p>Strong, thoughtful work. Papers that earn a B build on the skills needed to earn a C. In addition, B papers offer readers a clear central argument articulated through a strong, audience-focused critical stance. B papers choose a structure well-suited to the argument being pursued. B papers offer readers sufficient evidence, and they present that evidence fairly and accurately. When appropriate, B papers engage with contradictions in source material in a way that shows an awareness of critical voice. Finally, B papers demonstrate that the writer understands the importance of word choice, voice, and style, in addition to grammatical competency.</p> |
| A | <p>Exceptional work. Papers earning the grade of A build on the foundations discussed above. An A paper pursues a complex and sophisticated argument that take on a certain amount of intellectual risk, moving beyond course discussions and lectures to address a question or issue from a perspective readers might have not considered. To construct such an argument, the writer must carefully consider what argumentative structure might best suit the particular argument being pursued, and craft that structure accordingly, investigating a range of possibilities contained in the paper's argument. Evidence presented in support of this argument is more than sufficient, incisively chosen, and presented with fairness and accuracy. Finally, A papers convey complex ideas with clarity, precision, and style.</p> |
| D | <p>Below-Average Work Papers may earn Ds when writers, while demonstrating a general understanding of the topic and concepts, have not mastered some basic skills. Writers who earn a D grade should review the criteria for the C grade above.</p> |

F

Unacceptable Work

Papers that are assigned the grade of F are papers that misunderstand the assignment or show little understanding of required concepts. F papers may fail to meet the technical requirements of topic, length, or format. The F grade may also be assigned if any portion of a paper has been plagiarized.

OVERALL GRADING

Your course grade will be based on the following:

Learning activities: 30%

Pre-writing assignments

Reading Responses

Participation in discussions and peer evaluations

All other in class assignments

Performance activities: 70%

Quizzes

Designated Oral Presentations

Literature Exams

Final Drafts of Essays

The grading scale is as follows:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

I use the following guidelines to evaluate your participation grade in group discussions and peer evaluations:

- D Do the minimum: speak only when called upon. Pay attention, but without taking an active role in discussions, group work, and writing workshops. Provide only superficial peer review feedback. Present for group discussions and peer reviews, or attend Academic Seminar for a similar assignment designed to make up the points. This is the bottom line for receiving a passing participation grade.
- C Read and prepare assigned readings so you are never at a loss if you are asked a question, but volunteer infrequently. Do sufficient but ordinary work on in-class writings, quizzes, and small group activities. Provide peer review comments that show a basic understanding of the unit's goals and criteria.
- B Prepare assigned readings thoroughly and initiate discussions about them by asking good questions or suggesting ways to interpret and incorporate readings into the writing process. Make interesting and meaningful contributions to our group activities. Participate regularly in class discussion and perform well on quizzes. Offer thorough responses and comments to peer review drafts, drawing from the unit's criteria.
- A Prepare readings thoroughly, finding and talking about connections among them and among your writing projects. Take a leadership role in class discussions, including working to get others involved in the discussion. Make your group activities stand out by bringing to them something extra in terms of your own interests and abilities. Offer detailed peer review feedback that comments on strengths and weaknesses, asks questions, and suggests revisions. An A indicates the very best grade a student can earn – this should indicate the type of work you need to do to earn this grade.

ACADEMIC INTEGRITY AND HONESTY

It is crucial that you use sources in an honest, responsible, and ethical manner, reflecting the accepted norms of citation for the genre and community in which you are writing. Thus, academic honesty and the avoidance of plagiarism, intentional or otherwise, are both expectations and requirements of this course.

Students are expected to be honest in their academic work. Cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes is strictly prohibited.

If you plagiarize or commit any form of academic dishonesty and are caught, you may face severe penalties, which can include a failing grade for the assignment, a failing grade in the course, and disciplinary action. Evidence of academic dishonesty may also lead to a review of prior work submitted for this class. In addition, you are ethically responsible to report any incidents of plagiarism of which you are aware.

CLASSROOM PROCEDURES AND EXPECTATIONS

It is expected that all students will:

- keep cell phones and all other electronic devices put away in the classroom.
- not eat food or candy of any kind in the classroom.
- inquire about missing assignments immediately upon (or before, if applicable) return.
- sit in assigned seating.
- use loose-leaf paper and blue/black ink pens for classwork that is to be turned in.
- come to class prepared.
- arrive to class on time.
- remain engaged during the duration of the class.
- always use the following heading on all classwork that is to be turned in.

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| | |
| | |
| | Name |
| | Date |
| | Period |
| | Name of Assignment |
| | |
| | |

AP IN-CLASS ESSAY SCORING GUIDE EXAMPLE

***YOU WILL BE GIVEN ADDITIONAL RUBRICS DURING THE COURSE OF THE YEAR THAT WILL BE SPECIFIC TO THE ASSIGNED WRITING.**

- 9-8 With apt and specific references to the story, these well-organized and well-written essays clearly analyze how _____ uses literary techniques to _____. The best of these essays will acknowledge the complexity of this _____. While not without flaws, these papers will demonstrate an understanding of the text as well as consistent control over the elements of effective composition. These writers read with perception and express their ideas with clarity and skill.
- 7-6 These papers also analyze how _____ uses literary techniques to _____, but they are less incisive, developed, or aptly supported than papers in the highest ranges. They deal accurately with technique as the means by which a writer _____, but they are less effective or less thorough in their analysis than are the 9-8 essays. These essays demonstrate the writer's ability to express ideas clearly, but they do so with less maturity and precision than the best papers. Generally, 7 papers present a more developed analysis and a more consistent command of the elements of effective composition than do essays scored 6.
- 5 These essays are superficial. They respond to the assignment without important errors in composition, but they may miss the complexity of _____'s use of literary techniques and offer a perfunctory analysis of how those techniques are used to _____. Often, the analysis is vague, mechanical, or overly generalized. While the writing is adequate to convey the writer's thoughts, these essays are typically pedestrian, not as well conceived, organized, or developed as upper-half papers. Usually, they reveal simplistic thinking and/or immature writing.
- 4-3 These lower-half papers reflect an incomplete understanding of the _____ (story, passage, essay, poem, etc.) and fail to respond adequately to the question. The discussion of how _____ uses literary techniques to _____ may be inaccurate or unclear, misguided or undeveloped; these papers may paraphrase rather than analyze. The analysis of technique will likely be meager and unconvincing. Generally, the writing demonstrates weak control of such elements as diction, organization, syntax, or grammar. These essays typically contain recurrent stylistic flaws and/or misreadings and lack of persuasive evidence from the text.
- 2-1 These essays compound the weaknesses of the papers in the 4-3 range. They seriously misunderstand the _____ or fail to respond to the question. Frequently, they are unacceptably brief. Often poorly written on several counts, they may contain many distracting errors in grammar and mechanics. Although some attempt may have been made to answer the question, the writer's views typically are presented with little clarity, organization, coherence, or supporting evidence. Essays that are especially inexact, vacuous, and/or mechanically unsound should be scored 1.
- 0 This is a response with no more than a reference to the task or no response at all.