Advanced Placement English Language and Composition

Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Phone</th>
<th>Email</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Gebler</td>
<td>703-219-2200</td>
<td><a href="mailto:sagebler@fcps.edu">sagebler@fcps.edu</a></td>
<td>C117</td>
</tr>
<tr>
<td>Ms. Greeves</td>
<td>703-219-2200</td>
<td><a href="mailto:logreeves@fcps.edu">logreeves@fcps.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mrs. Scharl</td>
<td>703-219-2200</td>
<td><a href="mailto:amscharl@fcps.edu">amscharl@fcps.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Late bus day is Thursdays. Please make an appointment to see your teacher on other days.

Course Description*

An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Course Objectives*

Upon completing the AP English Language and Composition course, students should be able to:

- analyze and interpret samples of effective writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- apply successful strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

Yearly, the AP English Language Development Committee prepares a three-hour exam that gives students the opportunity to demonstrate their mastery of the skills and abilities previously described. The AP English Language and Composition Exam employs multiple-choice questions to test the students’ skills in analyzing the rhetoric of prose passages. Students are also asked to write several essays that demonstrate the skills they have learned in the course. Although the skills tested in the exam remain essentially the same, there may be some variation in format of the essay questions from year to year. The essay section is scored by college and AP English teachers using standardized procedures. Ordinarily, the exam consists of 60 minutes for multiple-choice questions, a 15-minute reading period to read the sources for the synthesis essay and plan a response, and 120 minutes for 3 essay questions. Performance on the essay sections of the exam counts for 55 percent of the total grade; performance on the multiple-choice section counts for 45 percent.

The 2016 AP Language & Composition Exam date is Wednesday, May 11, 2016 at 8:00 a.m.

PLEASE NOTE: All students enrolled in an AP course at Fairfax High are required to take the AP Exam to receive the 1.0 additional weighting on the student’s GPA.
Course Expectations

- AP English Language and Composition consists of the rigor and demand of a freshman-level college composition class.
- This class will generally require nightly work.
- In order for students to benefit fully from this course, they will be expected to arrive on time to class, read assignments, prepare adequately for class work, and bring required materials and texts to class.

Grading Policy

Each assignment in the course is 100 points. However, each assignment will receive varied weights according to its individual category below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compositions and Assessments</td>
<td>50%</td>
</tr>
<tr>
<td>Quizzes, Projects, Socratic Seminars</td>
<td>40%</td>
</tr>
<tr>
<td>Homework and Classwork</td>
<td>10%</td>
</tr>
</tbody>
</table>

The Fairfax County Public School grading system is used to determine letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>F</td>
<td>Below 64</td>
</tr>
</tbody>
</table>

Final Exam / Culminating Project

A final examination will be administered prior to the College Board exam and will count as one-ninth of the student's final grade in the class. Students will complete a culminating project during fourth quarter.

Final Grade Determination

Students' grades will be calculated as follows: each quarter will be weighted twice and the final exam will be weighted once. Therefore, the final exam will count as 1/9 of the total grade.

Plagiarism and Cheating Policies

Plagiarism, the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, is a form of dishonesty.

1. **Plagiarism is easy to identify and expose.** Teachers can readily detect writing that is not consistent with the student’s normal sentence structure and word choice. In addition, teachers can quickly locate the source of suspected plagiarism on the web.

2. **All parties to plagiarism are equally guilty.** If you share your work with another student and he or she copies it, you are as guilty as the one who has plagiarized your work because you enabled the plagiarism to take place. Under no circumstances should you allow another student to copy your work.

Cheating includes: copying homework, giving and receiving answers on a test, using the internet or commercial "study guides" to crib homework responses, and relaying assessment information to other students in a different period. The first time a student cheats at Fairfax High School, the student must retake the assessment for a grade no higher than 65%. The second time the student cheats, he or she will receive a zero on the assessment. Any time a student cheats, the student will be referred to administration for disciplinary consequences.

**Students are Expected Avoid Unintentional Plagiarism by Citing Sources Properly**

Students often commit plagiarism because they do not cite the source of an idea or phrase that they have incorporated into their own work. Please consult [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) for guidance on how to avoid unintentional plagiarism.

Winter Break

Fairfax High School celebrates the Winter Break as family time that is homework free. Students may have a long-term assignment due sometime after the break.
Late Work
Any homework or classwork assignment not turned in on the due date must be submitted within one week for a maximum grade of 65%.

Major assignments and long-term projects submitted after the due date will receive a 10% deduction for each school day that it is late. After one week, students must make arrangements to complete the assignment during IT or after school for 50% credit.

Make-Up Work for Excused and Unexcused Absences
After an excused absence, students must make up any missed assignment or assessment within the same number of days as days missed. For example, if a student missed two days of school that are excused, the student has two days to make up the missed work.

After an unexcused absence, students must make up any missed assignment or assessment within one week during IT time or after school for a maximum score of 50% credit.

Test / Quiz / Writing Corrections for Summative Assessments
Students will have the opportunity to correct their work to improve their mastery of the material. Students who have earned an essay score of 5 or below must conference with their teacher and complete a writing action plan in order to be eligible to rewrite the essay. After students have completed a revised essay, original scores will be averaged with revised scores.

Course Texts

Anthologies


Novels and Literature Circle Books
*The Scarlet Letter* by Nathaniel Hawthorne
*The Crucible* by Arthur Miller
*The Great Gatsby* by F. Scott Fitzgerald
*In Cold Blood* by Truman Capote
*Narrative of the Life of Frederick Douglass* by Frederick Douglass

Please note that some of the books you will read this year may contain mature content and/or controversial material (i.e. offensive language, violence, or implied or explicit sexual situations). The resources listed below can be used to see book reviews and get more information about the books we will use in our class.
If your parent or guardian would like to review any of these texts or request an alternate reading assignment, please have him or her contact the teacher directly through the e-mail provided at the top of the syllabus.

### Materials Required

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>College lined loose-leaf paper</td>
</tr>
<tr>
<td>Black/Blue Pen</td>
</tr>
<tr>
<td>#2 pencils</td>
</tr>
<tr>
<td>Highlighters</td>
</tr>
<tr>
<td>Post-it notes</td>
</tr>
</tbody>
</table>

---

**Advanced Placement English Language and Composition**

**COURSE SYLLABUS 2015-16**

Please share and discuss the SYLLABUS with your parents. Sign this page and return to your teacher by the next class period.

---

*I acknowledge that I have received and reviewed the SYLLABUS for AP Language & Composition. I understand the requirements of the course.*

---

Student Signature  X

Student Name (printed) ___________________________ Date __________

Student E-Mail ___________________________

Parent/Guardian Signature  X

Parent/Guardian(s) Name(s) (printed) ___________________________ Date __________

Parent/Guardian E-Mail ___________________________
*Please sign below to acknowledge that you have read the following documents (Classroom requirements and grading system, syllabus, plagiarism policy, late work/absence policy, and college essay/recommendation procedures):

Student signature__________________________________________Date_______________

*In addition, please have your parents look over the following documents (Classroom requirements and grading system, syllabus, plagiarism policy, late work/absence policy, county policy on book selection, and college essay/recommendation procedures) and have them sign below acknowledging that they have seen these materials.

Parent signature____________________________________________Date______________

Return ONLY this FIRST page to me the second day of school.

Place all of the documents (remaining pages) that follow in the front of your English notebook where they should remain for the entire year.
Storytelling is imaginative and creative in nature. It is an act by which man strives to realize his capacity for wonder, meaning, and delight. It is also a process in which man invents and preserves himself...Man tells stories in order to understand this experience, whatever it may be. Generally speaking, man has his consummate being in language, and there only. The state of human being is an idea, an idea which man has of himself. Only when he is embodied in an idea, and the idea is realized in language, can man take possession of himself.

If there is any absolute assumption in back of my thoughts tonight, it is this: We are what we imagine. Our very existence consists in our imagination of ourselves. The greatest tragedy that can befall us is to go unimagined."

~N. Scott Momaday

Welcome to AP Literature and Composition. Unlike AP Language which focuses on prose, this course is designed to foster careful reading and critical analysis of imaginative literature. Through the careful, deliberative reading of selected texts, you will deepen your understanding of the ways writers use language to provide both meaning and pleasure for readers. 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. You will learn how to make careful observations of textual detail, establish connections, and draw inferences leading to an interpretive conclusion about a work’s meaning and value.

This is a challenging and stimulating course that assumes that you are highly capable readers and writers who are interested in participating in a rigorous dialogue of ideas as you respond to the course literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Many pieces will require thoughtful and analytic rereading that should be followed by thoughtful discussion and writing in the company of your fellow students. Therefore, it is essential that you come to class prepared to participate fully in class discussions and activities.

Reading in this course will be both wide and deep. You will be exposed to a broad range of literature that includes short stories, poetry, drama, and novels as well as a chronological survey of British literature. You will get to know a few works well: You will read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, you will reflect on the social and historical values it embodies. Writing and re-writing is an integral part of AP Literature and Composition. You will be trained to write clear, cohesive, and logical interpretations of literature. The writing skills you develop and refine in this class should prepare you to do well on the AP exam and meet the rigorous demands of college courses. (Adapted from the College Board course description)
Course Objectives Supporting FCPS Program of Studies and Virginia Standards of Learning

- Read and identify literary elements in fiction, poetry, short story, and drama.
- Read and analyze literature as it reflects traditional themes, motifs, genres, and history.
- Read and identify archetypal characters and themes in literature from various cultures.
- Identify and apply literary elements in nonfiction, novels, poetry, short stories, and drama.
- Identify elements of style and demonstrate how it contributes to the overall meaning of a literary work.
- Write with conscious development of style.
- Write with an emphasis on exposition and analysis.
- Write with the understanding that writing is a process.
- Observe, analyze, plan, and create written and oral presentations.
- Use oral language with an emphasis on small group process and individual/group presentations.
- Read technical and informational text to increase knowledge.
- Use oral language with an emphasis on small group process and individual/group presentations.
- Use available technology to access, organize, evaluate, and present information.
- Use and credit a variety of primary and secondary sources accurately and ethically, avoiding plagiarism.
- Know and apply knowledge of the structure of English, including vocabulary, grammar, and usage.
- Relate cultural, social, or historical influences in order to understand and appreciate literature.
- Develop critical thinking skills by comparing and contrasting works of various authors and making connections across the curriculum.

Course Exam

At the end of this course, all students are required to take the AP Lit exam prepared by the AP English Literature Development Committee from College Board. This three-hour exam gives students the opportunity to demonstrate their mastery of the reading and writing skills that would be necessary in a freshman English college course. The exam contains multiple-choice section that test the student’s critical reading of selected passages and a writing section that directly measures the student’s ability to read and interpret literature and to use other forms of discourse effectively.

* All students enrolled in an AP course at Fairfax High School are required to take the end of course AP. Failure to sit for the exam will result in a loss of AP weighting to your grade for the course.

General Course Requirements

- **You need to be in class on time every day.** Attendance is essential. There is no way that you can make-up the presentations of material, class discussions, and analysis of literature that will occur on a daily basis.
- **You need to come prepared.** This course will follow a rigorous pace. Stay on top of assignments; complete each one to the best of your ability. They are due at the beginning of class.
- **You need to be committed and behave as a literary scholar.** A college level course demands a high level of intellectual engagement in the curriculum. You need to be attentive and focused.
- **You need to respect others.** This means respecting the interpretations and opinions of everyone in the classroom. Each member of the class will have a voice and deserves the opportunity to be heard.
• You need to realize when you are on system overload and talk to me when things become unmanageable for you. I am here early in the morning, in my room during Intervention time, and available after-school. You can also reach me by e-mail.

Materials Required
• A three ring binder for handouts and returned assignments with four sections for: 1) handouts 2) homework 3) class notes 4) returned tests and quizzes; you need to have this binder with you in every class.
• College-ruled, lined paper filler paper (I do not accept paper torn with jagged edges from notebooks.)
• Black ink pens for writing/red pens for revising
• #2 pencils for standardized tests
• Highlighters in different colors
• Post-it note pads, assorted sizes
• Agenda planner
• Text or assigned novel or play

We will read a variety of novels and plays that have been cited on the AP Lit Exam. These selections will enable us to meet our course objectives and provide us with the opportunity to explore issues faced by society today and throughout history. The texts we have selected have been approved by the AP Literature team, administrators and AP College Board and are texts frequently cited on the AP Exam. As a class we will read and study intensively the following works:

*The Poisonwood Bible, Barbara Kingsolver
King Lear, Shakespeare (please purchase the $5.95 paperback Folger Shakespeare edition)
Master Harold and the Boys, Athol Fugard
*Great Expectations, Charles Dickens
*Wuthering Heights, Emily Bronte
The Importance of Being Earnest, Oscar Wilde
*The Awakening, Kate Chopin
White Tiger, Aravind Adiga

You will choose works from the following list to read and discuss in Literature Circles:

Never Let Me Go, Kazuo Ishiguro
Handmaid’s Tale, Margaret Atwood
Brave New World, Aldous Huxley
1984, George Orwell
The Picture of Dorian Gray, Oscar Wilde
Catch-22, Joseph Heller
One Hundred Years of Solitude, Gabriel Garcia Vasquez
Beloved, Toni Morrison
Invisible Man, Ralph Ellison
The Color Purple, Alice Walker
Native Son, Richard Wright
Their Eyes Were Watching God, Zora Neale Hurston

We have some copies at FHS; we will make every attempt to provide you with a copy if you cannot get your own. However, we recommend purchasing your own copy so you can annotate as well as take the first steps in building your own personal library of works of literary merit. The starred works can be purchased in the less expensive Barnes and Noble paperback classics which are approximately $5.95 per copy. (Works out of copyright are generally available electronically. You can also find readings of these texts online. Make use of available resources to assist you in reading and studying the text.)

Please note that some of the books you will read this year may contain mature content and/or controversial material, i.e., offensive language, violence, and/or implied or explicit sexual situations. The resources listed below can be used to see book reviews and get more information about the books we will use in our class.

- Bartleby.com: Great Books Online [http://www.bartleby.com](http://www.bartleby.com)
- Book Reporter [http://www.bookreporter.com](http://www.bookreporter.com)
- Teen Reads [http://www.teenreads.com](http://www.teenreads.com)

If your parent or guardian would like to review any of these texts or request an alternate reading assignment please have him or her contact me directly by phone 703-219-4998 or email at cjlambert@fcps.edu.

Suggested reference texts for purchase: (You are not required to have these but will find them immensely useful for this course and perhaps in your later college studies.)

- Foster, Thomas C. How to Read Literature Like a Professor and How to Read Novels Like a Professor. (available in paperback)
- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. (available in paperback)
- Cliffs AP English Literature and Composition, 2nd Edition
- Rankin, Estelle and Barbara Murphy. 5 Steps to a 5: AP English Literature
Helpful Strategies

- Read each day’s assignment. Reread it, particularly if it is a short piece. It should be fresh in your mind when you come to class. Annotate what you read: Interact with the text by raising questions, clarifying what you think the author is saying, and connecting it to your own experience. Use a charting technique to track characters, plot, literary devices, etc., as you read novels and plays. Compare what you are reading to other literary works with which you are familiar. Look up the definition of words you don’t know that are essential to understanding the text.
- Become involved in class discussion. Do not wait to be called upon to answer. Ask questions about difficult passages or concepts; do not be embarrassed to admit you do not understand what you have read. Respond to the ideas of others and add your own insights.
- Take notes during discussion of significant concepts, terms, themes, and symbols.

Tardiness

Please be on time to class! You will not be admitted tardy without a pass from your subschool office or another staff member who may have detained you.

Unexcused Absences

Unexcused absences are being handled administratively, but they affect your class performance and can lead to loss of credit. Remember that 2 unexcused tardies equals an unexcused absence.

Blackboard

All assignments and pertinent class materials will be posted on Blackboard along with an outline of each day’s class activities. You are responsible for checking Blackboard for your assignments and updates, particularly when absent.

Makeup Work

- Make-up work will be accepted for full credit only in the case of an excused absence. Selected, specified works will be due at the beginning of the class period on the due date whether or not you are in school.
- If you are in school on the day an assignment is due, you must turn it in even if you are excused from class for some legitimate activity or arrive at school late.
- If you were in school when an assignment was made and then absent, you will be expected to turn in the assignment the day you return to class, provided your absence is an excused one.
- Major projects/compositions must be handed in by the beginning of your class period on the day they are due. If you are absent, have someone bring the project/composition in or send it to me electronically as an attachment. (Any attachments you send must be in Microsoft Word.) It is your responsibility to make sure that I successfully receive the assignment. I will respond as soon as possible to let you know that I have received your electronic submission; however, if I do not respond there is a strong possibility that I did not receive it.)
If you miss a test or presentation, it is your responsibility to confer with me the day you return to class to establish a time for making up the assessment in a timely manner.

*School attendance is critical to your performance in class. When you are not present, you miss essential instruction, class discussions, and activities that are impossible to make up.*

**Late Work**
- If you fail to hand in required homework or classwork, you may complete it within two weeks of the due date in my classroom during Intervention Time, before or after school for 65% credit.
- Major assignments, such as revised papers, essays, and long-term projects, submitted after the due date will receive a full letter grade deduction for each school day late, not class period. Late major assignments will not be accepted five school days after the original due date.

**Make Up Work for Unexcused Absences**
- When a student has an unexcused absence, the student is responsible for meeting with the teacher to discuss missed work and develop a plan for making it up within the next class period. At the teacher’s discretion the student may receive only 65% of the earned grade. If a student does not make up a test or presentation by the next class period, he/she will receive a 0% until the assessment is completed. Homework that was due on the day of the unexcused absence will be accepted for a lower grade. Major assignments due on the day of the unexcused absence will be considered late.

**Second Chance Grading Policy**
- Students will be permitted to revise and rewrite any in-class essay for a higher grade, provided the student schedule a conference with the teacher to discuss steps the student needs to take to revise and improve the writing piece. The conferencing and resubmission of the essay must take place within one week after the teacher has returned the graded original essay.

**Winter Break Policy**
- Fairfax High School celebrates Winter Break as family time that is homework free time. No homework will be assigned over the break.
Grading Policy

Each required assignment, project, activity, test, quiz or essay will be worth 100 pts. Items may be weighted within a category based on degree of difficulty and time involved in the assignment. Your quarter grade will be broken down as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Classwork</td>
<td>10%</td>
</tr>
<tr>
<td>Projects/presentations/tests</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>50%</td>
</tr>
</tbody>
</table>

Your total percentage earned for each quarter will be converted into a letter grade according to the Fairfax County Public Schools grading system:

- A  93-100
- A- 90-92
- B+ 87-89
- B  83-86
- B- 80-82
- C+ 77-79
- C  73-76
- C- 70-72
- D+ 67-69
- D  64-66
- F Below 64

Snow Days and other Acts of God

Please check my FCPS 24-7 Blackboard website for any new announcements that I may have posted. Ninety-nine percent of the time, all homework will be collected or tests will be given on the day the class resumes.

Classroom Community Rules

- Respect the teacher’s job to teach.
  - Cease all talking and pay attention when the teacher is speaking.
  - No bathroom passes during the first 15 minutes or last 15 minutes of class/without FHS agenda pass (FHS policy)
  - Remain in your seat until I dismiss the class.
- Respect others’ rights to learn in the classroom.
  - Speak and listen with respect to all students.
  - Do not cheat or plagiarize by using another person’s ideas or answers.
- Respect all property.
  - No food or gum is allowed in the classroom.
  - Place all trash in the trash can (not in the desks).
  - Do not take things from the teacher’s desk or work area.
AP Course Overview (adapted from College Board course description)

AP Literature and Composition is designed to foster careful reading and critical analysis of imaginative literature. Through the careful, deliberate reading of selected texts, the student will deepen his understanding of the ways writers use language to provide both meaning and pleasure for readers. The student will be exposed to a broad range of literature that includes short stories, poetry, drama and novels. In addition, the student 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. In addition to considering a work’s literary artistry, the student will reflect on the social and historical values it embodies.

This is a challenging and stimulating course that assumes the student is a highly capable reader and writer who is interested in participating in a rigorous dialogue of ideas as he responds to the course literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Many pieces will require thoughtful and analytic re-reading that should be followed by thoughtful discussion and writing in the company of fellow students. Therefore, it is essential that the student come to class prepared to participate fully in class discussions and activities.

Writing is also an integral part of AP Literature and Composition. Writing assignments will focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing assignments will increase the student’s ability to explain clearly, cogently, and even elegantly what he understands about literary works and why he interprets them as he does.

All the reading and writing in which the student will be engaged in this course will prepare him to do well on the AP exam and at the same time provide him with the skills that will enable him to meet the demands of college courses.
# Quarter One: The Quest

<table>
<thead>
<tr>
<th>Content/Literary Works</th>
<th>Essential Knowledge/Skills</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Sample college essays  | Review of the writing process (Six Traits) with emphasis on organizational and transitional skills and the revision and rewriting process:  
  - personal narrative  
  - thesis statement and immediate focus on topic  
  - a balance of generalization and specific, illustrative detail  
  - transitions, repetition, emphasis  
  - active voice  
  - pronoun reference  
  - revision  
  - research process  
  - MLA format  
  - Vocabulary: Words in context/Latin and Greek roots/Connotation and Denotation  
  - Introduction to literary sources for research  
  - Close reading strategies for prose and poetry:  
    - Annotating  
    - Paraphrasing and summarizing  
    - Context significance  
    - TPCASTT, SOAP, DIDLS, and TWIST strategies for interpreting text  
  - Application of critical perspectives to formulate one’s independent point of view  
  - Criteria required to score a 9 on the AP essay and analysis of exemplary student essays  
  - Review of rhetorical devices:  
    - Denotation  
    - Connotation  
    - Imagery  
    - Archetype  
    - Diction  
    - Character foil  
    - Allusion  
    - Symbolism/motif  
    - Narrative voice  
  - Introduction to AP Testing Procedures  
  - Direct instruction of strategies for answering multiple-choice questions  
  - Vocabulary in context  
  - Analysis of range finder essays to released exam questions:  
    - Score and evaluate sample student responses  |  
  - Rewriting of submitted college essay (personal narrative)  
  - AP Pretest: multiple choice and essays with follow-up rewriting  
  - Annotated passages  
  - Timed, in-class argumentative, analytical free response essay to independent reading in which the student draws upon textual details and judgments about the work’s artistry and quality, its social and cultural values with follow-up rewriting (Emphasis on elements of writing focus for the quarter)  
  - Analysis of the effect of a particular poem through the use of imagery, details, syntax, and diction  
  - Timed, in-class analytical poetry essay that draws upon textual details and an extended explanation/interpretation, followed by group scoring and analysis and a rewriting (Emphasis on elements of writing focus for the quarter)  
  - Timed, in-class analytical, expository prose essay that draws upon textual details and an extended explanation/interpretation, followed by group scoring and analysis and a rewriting (Emphasis on elements of writing focus for the quarter)  
  - Double entry journal that provides evidence and interpretive commentary  
  - Assessment of poetry terms covered  
  - Reading comprehension tests of novels and plays assigned for reading outside of class  
  - Socratic seminars  
  - Quarter exam (AP released multiple choice exam)  |
### Quarter Two: A Sense of Place

<table>
<thead>
<tr>
<th>Content/Literary Works</th>
<th>Essential Knowledge/Skills</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selected short stories: “Araby,” James Joyce; “A Rose for Emily,” William Faulkner</td>
<td>Review of the writing process (Six Traits) with an emphasis on voice and stylistic elements:</td>
<td>• Timed, in-class argumentative, analytical free response essay to independent reading in which the student draws upon textual details and judgments about the work’s artistry and quality, its social and cultural values with follow-up rewriting (Emphasis on elements of writing focus)</td>
</tr>
<tr>
<td>• Great Expectations, Charles Dickens</td>
<td>• Establishing and maintaining voice</td>
<td>• Timed, in-class expository, analytical free response essay to independent drama reading in which the student draws upon textual details and an extended explanation/interpretation with follow-up rewriting (Emphasis on elements of writing focus for the quarter)</td>
</tr>
<tr>
<td>• Wuthering Heights, Emily Bronte</td>
<td>• Controlling tone</td>
<td>• Annotated passages</td>
</tr>
<tr>
<td>• The Importance of Being Earnest, Oscar Wilde</td>
<td>• Achieving appropriate emphasis through diction and sentence structure</td>
<td>• Analysis of the effect of a particular poem through the use of imagery, details, syntax, and diction</td>
</tr>
<tr>
<td>• How to Read Literature Like a Professor, How to Read Novels Like a Professor, Thomas C. Foster</td>
<td>• Logical organization: coherence, repetition, transition, and emphasis</td>
<td>• Timed, in-class analytical poetry essay that references textual details and an extended explanation/interpretation, followed by group scoring and analysis and a rewriting (Emphasis on elements of writing focus for the quarter)</td>
</tr>
<tr>
<td>• Selected poetry with connections to literary works</td>
<td>Application of critical perspectives to formulate one’s independent point of view</td>
<td>• Practice multiple choice exams</td>
</tr>
<tr>
<td>• Vocabulary: Words in context/Greek and Latin roots/connotation and denotation</td>
<td>Vocabulary in context</td>
<td>• Score and evaluate sample student responses with analysis of range finder essays to released exam questions</td>
</tr>
<tr>
<td></td>
<td>Criteria required to score a 9 on the AP essay and an analysis of exemplary student essays.</td>
<td>• Double entry journal that provides evidence and interpretive commentary</td>
</tr>
<tr>
<td></td>
<td>Review of rhetorical devices in prose and poetry:</td>
<td>• Assessment of poetry terms covered</td>
</tr>
<tr>
<td></td>
<td>• Absolute</td>
<td>• Reading comprehension tests of novels and plays assigned for reading outside of class</td>
</tr>
<tr>
<td></td>
<td>• Allusion</td>
<td>• Socratic seminars</td>
</tr>
<tr>
<td></td>
<td>• Anaphora/epiphora</td>
<td>• Semester Exam (AP released multiple choice exam)</td>
</tr>
<tr>
<td></td>
<td>• Character foils</td>
<td></td>
</tr>
</tbody>
</table>
### Quarter Three: Ambiguity and Paradox

<table>
<thead>
<tr>
<th>Content/Literary Works</th>
<th>Essential Knowledge/Skills</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| • Selected poetry with connections to literary works read | Review of the writing process (Six Traits) with an emphasis on sentence fluency, sentence variety, and precise word choice:  
  - Syntactical structures including subordination and coordination  
  - Sentence fluency  
  - Specific types of diction  
  - Expansion of vocabulary through synonyms and application of vocabulary studied | • Timed, in-class argumentative, analytical free response essay  
  to independent reading in which the student draws upon textual details and judgments about the work’s artistry and quality, its social and cultural values with follow-up rewriting (Emphasis on elements of writing focus)  
  - Timed, in-class expository, analytical free response essay  
  to independent drama reading in which the student draws upon textual details and an extended explanation/interpretation with follow-up rewriting (Emphasis on elements of writing focus for the quarter)  
  • Analysis of the effect of a particular poem through the use of imagery, details, syntax, and diction  
  • Annotated passages  
  • Analytical presentation of a Shakespearean sonnet  
  • Timed, in-class analytical poetry essay that draws upon textual details and an extended explanation/interpretation, followed by group scoring and analysis and a rewriting (Emphasis on elements of writing focus for the quarter)  
  • Practice multiple choice exams  
  • Score and evaluate sample student responses with analysis of range finder essays to released exam questions  
  • Quarter Exam (released AP multiple choice test)  
  • Double entry journal that provides evidence and interpretive commentary  
  • Socratic seminars |
• *The Awakening*, Kate Chopin  
• *White Tiger*, Aravind Adiga  
• *Fences*, August Wilson  
• *How to Read Literature Like a Professor, How to Read Novels Like a Professor*, Thomas C. Foster  
• Vocabulary: Words in context/Greek and Latin roots/connotation and denotation | Review of rhetorical devices in prose and poetry  
  • Satire  
  • Imagery  
  • Irony  
  • Paradox  
  • Ambiguity  
  • Antithesis  
  • Cumulative sentence  
  • Periodic sentence  
  • Inversion  
  • Conceit  
  • Ellipsis  
  • Inventive  
  • Frame device  
  • Hubris  
  • Juxtaposition  
  • Musical devices: alliteration, assonance, consonance, rhyme (masculine, feminine, internal, end, approximate)  
  • Oxymoron  
  • Parody  
  • Polysyndeton  
  • Rhetorical question  
  • Rhythm and meter  
  • Asyndeton  
  • Surrealism  
  Vocabulary in context  
  Application of critical perspectives to formulate one’s independent point of view  
  Strategies for answering multiple-choice questions  
  Criteria required to score a 9 on the AP essay and analysis of exemplary student essays  
  Analysis of range finder essays to released exam questions:  
  • Score and evaluate sample student responses |

- Examines the use of imagery, details, syntax, and diction in literary works.
# Appendix

## Reference Works


**Plagiarism/Cheating Policy**

Plagiarism, the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, is a form of dishonesty.

There are two things you need to understand about plagiarism:

1. **Plagiarism is easy to identify and expose.** Teachers can readily detect writing that is not consistent with the student’s normal sentence structure and word choice. In addition, teachers can quickly locate the source of suspected plagiarism on the web.

2. **All parties to plagiarism are equally guilty.** If you share your work with another student and he or she copies it, you are as guilty as the one who has plagiarized your work because you enabled the plagiarism to take place. *Under no circumstances should you allow another student to copy your work.*

Avoid Unintentional Plagiarism by Citing Sources Properly

Students often commit plagiarism because they do not cite the source of an idea or phrase that they have incorporated into their own work. Below are websites that you can visit to educate yourself about plagiarism and learn how to cite properly.

*Avoiding Plagiarism*

http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

*Writing a Research Paper*

http://owl.english.purdue.edu/workshops/hypertext/ResearchW/plag.html

Also, refer to the “Fairfax High School Honor Code” and “What Is Cheating?” in your agenda book. It outlines clear and serious consequences for plagiarism and cheating. These offenses also include giving or receiving information on tests.

**All of the following are considered violations as defined in the agenda book:**
• Copying or using another student’s work as “your” work when instructed to do the assignment by yourself.
• Lending your work for another student to copy.
• Copying the essential character of another’s work, whether visual or written, and submitting it as your own, including paraphrasing someone else’s ideas without citing them. Giving or receiving information on tests.
• Using any type of illegal aide during tests and quizzes.
• Talking during the test after being instructed not to talk.
• Discussing test material with students who have not taken the test.

College Essay/Teacher Recommendations

Each year I am besieged with requests for teacher recommendations and help with college admissions essays. I give much of my time to helping students but I cannot honor last minute requests because they keep me from completing the work I have to do to teach my classes and put me in overload. Therefore, I am establishing the following procedures:

College Admissions Essays

• Each student will submit one essay the first day of class.
• We will devote approximately two-three weeks to: 1) examining sample college essays and professional essays and the techniques that make them work; 2) rewriting, peer editing and resubmitting our original essay for a final grade.
• If you want additional help with other submission essays, you will need to sign up to see me during R and R. I will not take home your essays and rework them; these essays are supposed to be your work and you need to be an active participant in evaluating and rewriting what you put together. I will make suggestions but only in person during a time slot you signed up for. Otherwise, I have students emailing me essays and handing them to me here and there and expecting me to sit down by myself, critique them, correct them, and return them so the student can rewrite them. When that happens, the essay becomes partly my work, not solely your work. Remember: Any college essay you submit is to be strictly your own work.

Teacher Recommendations

• It takes me approximately 45 minutes to write a teacher recommendation.
• If you want a teacher recommendation, you will have to sign up two-three weeks at least in advance for a scheduled time during R and R.
• You will be required to bring with you a completed form with information about your academic and extracurricular background. If you do not bring it, I will not write the recommendation.
• If I did not teach you in 9th grade, I highly recommend you find another teacher/counselor to write your recommendation. It is very difficult to write about you until I have had you in my class for at least three months.
• My appointment book for teacher recommendations will close at the end of the first full week in December. Your college application process should be completed by that time. You should not wait until the last minute to take care of something as important as your academic future.