

AP Literature & Composition

Student Syllabus

Instructor **Mrs. Brull**

Phone **970-259-1630 ext. 2217**

Room **2022**

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Course Overview

We're going to read, discuss, write, and repeat. The more you put in to this course, the more you will get out of it. My mission is to help you explore literature, thrive in a college-level course, and, ultimately, realize that you are part of something bigger than yourself. If you are open to reading anything I put in front of you, listening to your classmates ideas and sharing some of your own, hanging tough when it gets hard (and it will!), and write more than you think possible, then you are in the right class!

The goal of this course is to prepare students to read, understand, discuss, and write about works of literary merit in an intelligent and fluent manner. More specifically, our goals include (and are not limited to):

1. Read and analyze imaginative literature.
2. Understand the way writers utilize syntax, diction, details, and tone to create meaning with words.
3. Study representative works from a variety of genres and periods; study a few works of those works extremely well.
4. Consider social and historical values of literature.
5. Write analytically and creatively about literature.

Performance Tasks

- **Read** - Reading for this course will take place outside of class. Expect reading homework every night, including weekends and holiday breaks. Use post-it notes to mark and annotate significant passages so that you are ready to discuss in class. It is paramount that you read before class so that you can participate and improve your understanding through class discussions and activities.
- **Discuss** - Discussing literature will comprise much of our class time. This includes both listening and speaking. Come to class expecting to participate in discussion.
- **Write** - Writing about literature is the primary way I will assess your understanding in this class. Expect to write timed essays and long-term papers as well as shorter reading quizzes and literary analysis pieces.

Classroom Expectations

1. Everyone has the right to learn (and no one has the right to interfere.)
2. Everyone's dignity, welfare, and material possessions will be respected.
3. Everyone is expected to attend all scheduled classes on time.

Additional Notes:

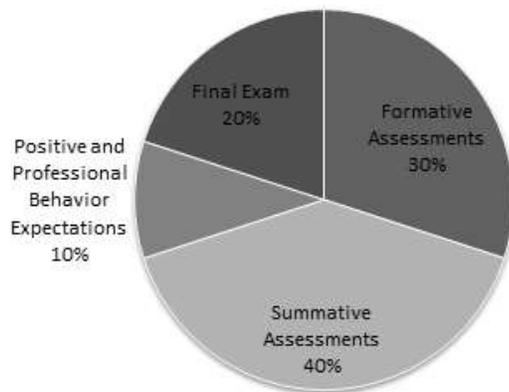
- Leave the food at home. Students may not eat or drink inside the classroom. This includes gum and candy. Closable containers of water are permitted.

- Cell phones are to check in to the phone vortex (clear tub) on your group's table at the beginning of the hour. Any phone out of the vortex will spend the remainder of the period on my desk and will earn its owner a behavior referral.
- Nothing goes airborne. Nothing will go airborne in class at any time. This includes pens, paper, and other students.

Materials

- 1" 3 ring binder and dividers to organize assignments
 - *You are expected to have all course handouts, notes, and graded work with you (hard copy) each day.*
- loose notebook paper (no spiral notebook paper for assignments)
- pencils, blue or black pens

Grades



- **Summative Assessments – 40%**
Unit/standard assessments including essays, projects, and tests.
- **Formative Assessments – 30%**
Includes homework, quizzes, participation in class discussion, vocabulary activities, etc.
- **Positive and Professional Behavior Expectations – 10%**
Considerations include promptness, timeliness of assignments, and attitude towards work, classmates, and teacher in addition to the school's rubric.
- **Final Exam – 20%**
An exam culminating your learning at the end of the semester.

- **Extra Credit** will be awarded at the end of each semester to students who have:
 - ✓ every assignment completed and turned in
 - ✓ unused hall passes

Saturday Study Sessions

- Content covered at Saturday study sessions is in line with the goals of AP courses, and therefore attendance and participation there will count as a grade.
- If you are unable to attend the Saturday study sessions, see me for make-up work. Make-up work is due two weeks from the date of the study session.

Access to Lesson Plans and Resources

- I will post weekly lesson plans, copies of class handouts, and helpful links on my webpage:
 - ✓ dhsbrull.weebly.com
 - ✓ Navigate to the "AP Lit" tab to find information pertinent to this class.
- Email me using your student email account:
 - ✓ account - s.firstnamelastinitial@durangoschools.org
 - ✓ default password – Durango9R
- Per school policy, I reserve the right not to communicate with students who use a nonschool email address.

Safety Procedures

- **Fire** – Exit the classroom, turn left, and go down the stairs in front of the library. Exit out the main entrance and head to the lot in front of the school where we line up in alphabetical order by teacher's last name.
 - ✓ If you are out of the room when the alarm sounds, check in with the secretary at the tree, and then proceed to your teacher.
- **Lockdown** - Our goal is to disappear as soon as possible. Students are expected to POWER OFF their phones during a lockdown.
 - ✓ If you are out of the room when a lockdown is called, you need to disappear on your own. You will not be admitted back into the classroom under any circumstances.
- Please download the "safe 2 tell" app on your phone and use it to anonymously report anything that threatens you, your friends, or your school (www.safe2tell.org)

Tardies and Late Arrivals

- A student who is not in the classroom when the bell rings is either late or tardy. A student with a pass is late; a student without a pass is tardy.
- Attendance is taken at the bell. If you arrive tardy to class, see me after class to adjust your attendance.
- Tardy consequences will be followed as stated in the student handbook.

Late Work and Absences

- An assignment that is not handed in when collected in class is late.
- In order to earn credit for a late assignment, a student will set up an appointment during lunch with the teacher to work on the assignment before the end of the unit.
- Students are responsible for tests and quizzes that are assigned in their presence. Assessment dates will be posted in advance. You are responsible for completing these tasks with the class on the day that they are given regardless of your attendance the days or weeks before them.
- Students with an **excused absence** will be expected to submit work on the **day that they return** to school if that work was **assigned in their presence**.
- Students with an **excused absence** will have **2 school days** (with an additional day added for each day absent) to submit work that was **assigned in their absence**.

Make-Up Work

- Students are responsible for collecting make-up work from the "What Did I Miss?" cabinet wall when they return to school.
- Students are responsible for setting up any necessary make-up dates for tests or quizzes with the teacher. **Tests and quizzes must be made up within two weeks of the absence for credit.** Make-up tests and quizzes take place outside of class time: during lunch or after school.

Unit Overviews

- Below is an overview of the core texts we will study this year. Please note that changes can be made at the instructor's discretion.
- These texts will be provided for you. Feel free to purchase your own copy, especially if you prefer to annotate your reading.
 - ✓ If you go that route, mind the publishing information so that the class shares common page numbers.

Semester 1

1. Renaissance Poetry and Drama

- ✓ Shakespeare, William. *Cliff's Complete: Shakespeare's Hamlet*. Ed. Sidney Lamb. New York: Hungry Minds, 2000.

2. Victorian Poetry and Prose

- ✓ Bronte, Charlotte. *Jane Eyre with Connections*. Austin: Holt, Rinehart and Winston, 1847.

Semester 2

1. Modern Poetry and Prose

- ✓ Conrad, Joseph. *Heart of Darkness*. New York: Signet, 1910. Print.

2. Harlem Renaissance and Post-Modern Prose and Poetry

- ✓ Salinger, J.D. *The Catcher in the Rye*. New York: Bantam, 1945. Print.
- ✓ Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Perennial, 1937. Print.
- ✓ Rhys, Jean. *Wide Sargasso Sea*. New York: Norton, 1966. Print.

3. Dystopian Prose

- ✓ Atwood, Margaret. *Oryx and Crake*. New York, NY, Random House, 2003.

4. Self-Reflection and Future Plans

- ✓ Coelho, Paulo. *The Alchemist*. Translated by Alan R. Clarke, Harper Collins Publishers, Inc., 1993.

Academic Integrity

- Do your own work. Assignments turned in that are plagiarized (including copying another person's work, allowing another student to copy your work, failing to cite sources, or some combination of the those) will not earn credit.
- If you are unsure whether or not you have plagiarized an assignment, talk to me before turning it in and we can work through it together. Turning in an assignment with your name on it signifies that it is your own work.

Contact Me

- The best time to come in with questions or for extra help is during lunch or right after school. You can also email me using your school email address. My life outside of school hours revolves very much around the life of my young children. Please know that I will always work with you if you work with me.

Dear Parents and Guardians,

You are an essential part of the student-teacher-parent team that will create a successful foundation for each student. You can keep track of daily lesson plans and homework with on my website at www.dhsbrull.com. Navigate to the **AP Lit** tab for the appropriate resources.

I will send general newsletters with upcoming assignments and reminders on due dates for my classes through Infinite Campus. Please make sure your contact information is up-to-date to ensure your receive these communications.

I welcome your feedback and questions. You may call me at **970-259-1630 ext. 2217** or e-mail me at sbrull@durangoschools.org.

AP Literature & Composition

Mrs. Brull

We have read and understand the class syllabus and class policies for AP Literature & Composition.

Student printed name

Parent/Guardian printed name

Student signature

Parent/Guardian signature

Students:

Do you have access to a computer and printer at home?

yes

no

Do you have access to the internet at home?

yes

no

Do you have a smart phone that can access the internet?

yes

no

Syllabus Reflection

1. Based on the syllabus, what is one way you will be able to contribute to this class?

2. Based on the syllabus, what about this class will be difficult for you?