**WEST HIGH SCHOOL**

**CLASS EXPECTATIONS**

**CLASS: AP Literature and Composition INSTRUCTOR: Mrs. Elwood**

I. CONTACT:

1. *ElwoodEducation.com* – This site provides a daily agenda as well as myriad resources. *My site is open to*

*the public; there is no access code and no limit the its use. Please book mark it. I am* ***NOT*** *on eTUSD.*

2. Email – *ElwoodEducation@gmail.com* Please provide an email address you access daily (not just at work)

 and check your email regularly. I may occasionally send out weekend or after school notices.

3. Phone – 310.533.4299 ext. 7742 – Please allow for a one-day response time for voice mail.

II. COURSE DESCRIPTION:

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course.

The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works and practice for the AP Literature and Composition exam in May. *All of the requirements of this class are consistent with the CCSS.*

III. COURSE CONTENT:

This course is designed to help students become skilled readers and writers through engagement with the following course requirements:

• Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study

• Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s structure, style, and themes; the social and historical values it reflects and embodies; and many elements, for example figurative language, imagery, symbolism, and tone

• Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students’ analyses of literary texts

• Writing that proceeds through several stages or drafts, with revision aided by teacher and peers

• Writing informally (e.g., response journals, textual annotations, collaborative writing, note taking), which helps

students better understand the texts

• Revising their work to develop

 o A wide-ranging vocabulary used appropriately and effectively;

 o A variety of sentence structures, including appropriate use of subordination and coordination;

 o Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;

 o A balance of generalization and specific, illustrative detail;

 o And an effective use of rhetoric, including tone, voice, diction, and sentence structure.

EXPECTATIONS AND STRATEGIES FOR SUCCESS:

**Success will depend upon students doing absolutely everything, saving everything given or returned, explicitly following directions, demonstrating competent writing and analytical skills, engaging in prepared and thoughtful group and class discussion, thoroughly and enthusiastically embracing learning, and behaving with *impeccable ethics*.**

IV. REQUIRED CLASS MATERIALS:

1. A three-ring binder with white lined paper (no spiral notebooks) *You don’t need a separate binder for AP Lit.*

2. Some pocket dividers to hold handouts

3. Pens (dark blue or black ink), pencils, erasers, a pencil sharpener, highlighters

4. Sticky/Post-it notes

5. A USB stick to transport homework or save work in GoogleDocs or email it to yourself regularly

6. The literature we are currently reading and any homework that is due

V. HOMEWORK POLICY:

1. Homework *must* be ready for submission before the tardy bell rings on the day it is due. Absent students *must* turn in work the day it is due—via email is fine. A hardcopy must be brought upon return. Acceptance of late work will depend upon special circumstances as explained by a parent. High point items will be accepted for reduced points.

2. All homework is to be typed unless otherwise specified. **When a *printer* *problem* occurs, students must email the paper to their own email address *and* *mine* (in the email *and* as an attachment) or save work in GoogleDocs. Students must print work in the library or other print location before school starts. When a *computer* *problem* arises, students must still create the work (in ink) and bring it on time with a parent note verifying the problem. One additional day will be allowed to resubmit work typed.** The occasionalhandwritten piece must be in dark blue or black ink; pencil or colored ink is used with permission only.

3. Students must staple papers the night before they are due to prevent lost pages and wasted class time.

VI. MAKE-UP POLICY:

1. Work missed during absences classified as legitimate may be made up. Students will have a number of days equal to

the absences to make up the work.

2. When absent, students must ascertain the missed day’s assignment, which can be done by checking the website *first*

and then asking for handouts, tests/quizzes or clarifications.

VII. GRADING POLICY:

Grades are based on the number of points earned and will be broken down as follows:

 100 - 90% = A 89 – 80% = B 79 - 70% = C 69 - 60% = D 59 - 0% = F

VIII. EXTRA CREDIT:

**Do not ask for individual extra credit**. Students should put the utmost effort into all assignments.

I do not reward students for being remiss by given them *and myself* more work.

IX. CHEATING:

Cheating will result in a U in citizenship, an Academic Dishonesty referral and a zero grade for that *entire* assignment/packet (regardless of the nature or degree of the infraction, number of pieces or total point value). Other consequences may also apply. *Cheating constitutes, but is not limited to the following*: copying any in-class or homework assignment from another student, providing opportunity for another student to copy, looking at another student’s test/quiz or giving the answers to the test/quiz to another student, conversing during the test/quiz (even while correcting), being in possession of tests/quizzes regardless of intent to use it, any degree/type of plagiarism (using words or ideas from a book, magazine, newspaper, internet, film, other student, etc. *as one’s own*), cutting and pasting or copying from one assignment to another, submitting work belonging to a different or previous assignment, packet or class. Special circumstances are left to teacher interpretation.

X. STUDENT CONDUCT IN CLASS:

1. I enforce the school’s policy on truancy. **Two uncleared truants will result in a U.** **Students must notify teachers of cleared truants.** Tardies impact citizenship as follows: 0-1 tardy can still = an E; 2-5 tardies = an S; 6 or more = an irrevocable U. Tardy 3 = progress report; tardy 5 = detention and progress report; tardy 6 = U; tardy 7 and every subsequent tardy will result in a Saturday School Detention (SS&D); tardy 10will result in a one- or two-day suspension and a parent conference. Behavior and participation also impact citizenship. Students are responsible to fill out tardy slips, progress reports, and detention slips. Noncompliance will result in detentions and a U.

2. Mid-quarter progress reports are online; other reports may be issued occasionally. **Not returning a progress report within the required time frame will result in a detention and a U.**

3. Students may not chew gum, eat or drink (except water). Food and drink must be stored out of view.

4. Cell phones must be turned off and the use of any unauthorized electronic device is prohibited, except with the express permission of the teacher.

**Contact Information and Commitment Form**

1. I agree to all terms and policies as per *Class* *Expectations* (pages 1 and 2). A parent/student discussion has/will occur regarding academic ethics (Section IX) and the tardy/citizenship policy (Section X).

2. I am aware that this class has a website, which will be bookmarked for regular use (Section I-2).

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

Parent or guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

 Print name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please print contact information clearly.***

**MOTHER’S NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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**FATHER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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**GUARDIAN’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relation to student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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