Advanced Placement English Literature and Composition
(Composition II for concurrent credit through UARM)
Mena High School
1200 Dallas Avenue
Mena, Arkansas 71953

Pre-requisites: Mena High School's pre-requisite for Advanced Placement in English Literature and Composition is that a student must have passed both a fall and spring semester of a Pre-AP English class. Students wishing to pursue Composition II concurrent credit with UARM will need to have passed the AP Language and Composition course with a C or better, which is the concurrent credit class for Composition I (ENG113).

Course Description: The College Board encourages equitable access for all students by allowing "willing and academically prepared students the opportunity to participate in AP" ("Achieving Equity"). Advanced Placement English Literature and Composition (APLIT) is a rigorous, intermediate college-level course offered to high school seniors. The course uses close reading and analytic strategies applied to renowned works of literary merit to engage students in the interpretation of imaginative literature. Close reading and analysis include but are not limited to literary concepts such as figurative language, imagery, style, purpose, and tone. Students convey their interpretation of literary works through written composition based on universal and reader-specific themes and elements of literature as they relate to composition. Ideas are to be expressed in a clear, coherent, persuasive mature prose style using expository, analytic, and argumentative structures.

In addition, Composition II is an intermediate college-level composition course with a more advanced study of composition through the reading of novels and the writing of literary analysis, with an emphasis on literature as the works relate to composition.

This course is listed in the Arkansas Course Transfer System (ACTS) with the following index number:
ENGL 1023-Composition II

Required Textbooks:
The following list of texts is to be used at the instructor's discretion and with consideration of the availability of texts.

The Awakening by Kate Chopin
Frankenstein by Mary Shelley
Heart of Darkness by Joseph Conrad

Hamlet by William Shakespeare
King Lear by William Shakespeare
Of Mice and Men by John Steinbeck
Pride and Prejudice by Jane Austen
Wuthering Heights by Emily Bronte
Dr. Faustus by Christopher Marlowe
Dorian Gray by Oscar Wilde
The Crucible by Arthur Miller
Le Morte d'Arthur by Thomas Malory
The Great Gatsby by F. Scott Fitzgerald
Tartuffe by Moliere
Candide by Voltaire
Their Eyes Were Watching God by Zora Neale Hurston
Selected essays and poetic forms from the sixteenth to the twentieth century.

Required Materials: Three-ring Binder, blue or black ink, and #2 pencils, flash drive, composition book and notebook paper.

Rationale: By studying and developing essays about great writing, students can begin to examine their responses to the works, reflect on them, and create a sense of association with the literary works. This more complex understanding can allow students to see the craft of writing from a closer point of view; thus, they themselves can improve their own writing and critical thinking skills. Comp. II: By studying and developing a deeper understanding of the diverse writings that have influenced modern attitudes, institutions, and thought, students can better comprehend the world they live in today. In addition, they will be better able to communicate with other people with whom they come in contact

Course Objectives: Upon successful completion of Composition II, the students should be able to do the following:

1. Read a selection of literature and write an analytical essay based on a response to that selection.
2. Use the appropriate critical vocabulary in responding to the various literary selections under discussion.
3. Recognize the various allusions common to most literature.
4. Write well-developed essays using Standard English in response to the assigned readings.
5. Engage in the writing process, individually and collaboratively.
6. Use technology to research and produce essays.
7. Increase critical thinking skills.
8. Examine diversity of thought across cultures and centuries.
9. Read and analyze a selection of literature using critical thinking skills.

10. Write a clearly expressed, grammatically correct analytical literary essay following the standard five-paragraph essay structure in MLA format.
11. Recognize the influence of cultures and societies on literary selections.

Unit Objectives:
(Note: Items 1-3 reflect Composition II objectives; the other objectives are taken from AP Central:AP ENGLISH LITERATURE AND COMPOSITION Course Audit)

- To introduce the student to the concept of directing writing toward a response to literature.
- To understand how an essay is generated by a literary work.
- To understand and apply the concept of reading and responding to the genres of essays, fiction, drama and poetry.
- AP Course Overview 2019-2020
- Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works [organized in 9 units].

- The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Character, Setting, Structure, Narration, Figurative Language, Literary Analysis.
- The course includes works of short fiction, poetry, novels, and drama.
- The course provides opportunities for students to develop the skills in the following skill categories:
  - Skill Category 1: Explain the function of character
  - Skill Category 2: Explain the function of setting
  - Skill Category 3: Explain the function of plot and structure
  - Skill Category 4: Explain the function of the narrator or speaker
  - Skill Category 5: Explain the function of word choice, imagery, and symbols
  - Skill Category 6: Explain the function of comparison
  - Skill Category 7: Develop textually substantiated arguments about interpretations of a portion or whole text
- The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with the teacher and/or peers.

Academic Dishonesty: Academic dishonesty is not tolerated at Mena High School. Any student who engages in copying, cheating, or plagiarizing will lose credit for the assignment and may risk losing credit for the course. In addition, all instances of Academic Dishonesty will be reported to Mrs. Buckley, UARM and the College Board.

UARM Academic Dishonesty: Cheating or plagiarizing on a test or assignment is not tolerated. Some types of plagiarism (not a complete list):

- Submitting someone else's work as your own (includes paraphrasing)
- Sharing assignments/answers with other students (both receive a zero)
- Skimming information off of the internet without correctly citing sources

Consequences of plagiarism:

- 1st offense of plagiarism:
  - Less than 10% of an assignment plagiarized → proportional grade deduction on assignment
  - 10% or more of an assignment plagiarized → automatic zero on the assignment
- 2nd offense of plagiarism → removal from the course with a W

UARM Credit Hour Calculator: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Course Requirements and Evaluation: Students will complete formative and summative assessments administered throughout the fall and spring semesters. Multiple-choice and short answer quizzes and exams will be given at regular intervals to assess students' knowledge of vocabulary and literary concepts. Interpretive and analytic paragraphs and essays will be graded using rubrics that focus on content, style, usage, mechanics, and illustrative detail. Students will compose an extended literary analysis paper using MLA citations.

Students enrolled in APLIT must sit for the APLIT Exam in May in order to receive credit for the course at both the high school and college levels. This is a requirement set forth by the Commission of Higher Ed.

Grades will be assigned using the following designations:

Reading Log 15%
Grammar & Vocabulary 15%
Participation 15%
Research & Special Projects 15%

Literature 40%

Grading Scale:

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

Attendance and Late Work Policy: Success in APLIT/Comp II requires regular attendance and a dedication to completing regular assignments and makeup work.

MHS Board Policy: 4.8—MAKE-UP WORK Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules. 1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up. 2. Teachers are responsible for providing the missed assignments when asked by a returning student. 3. Students are required to ask for their assignments on their first day back at school or their first class day after their return. 4. Make up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up. 5. Students shall have one class day to make up their work for each class day they are absent.. 6. Make up work which is not turned in within the make-up schedule for that assignment may receive a zero. 7. Students are responsible for turning in their make-up work without the teacher having to ask for it. 8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return. 9. As required/permitted by the student's Individual Education Program or 504 Plan.
Students absent for school-sponsored activities are NOT considered absent and regular late work policies apply. Students are responsible for collecting their work in advance AND submitting it by the assigned due date. This is consistent with the school policy.

Amended: 8/27 per class decision: up to 2 days a Z will be entered for missing work that can be made up; each day that the work is past due, 5 points will be deducted up to 2 days;on day 3 the grade will be entered as a "0" if it has not been submitted for grading.

Such policies are in place to encourage responsibility among students, and to make them aware of the importance of staying current with their assignments. Students with excessive absences should not be able to make the same amount of points on a given assignment as those who turned their work in on time, specifically when students fail to follow the late work submission policies. When turned in **during** the allotted time period, students will **not** lose points for makeup work. These policies are pursuant to a combination of Mena High School's student handbook and UARM English Department policies.

Technology: Laptop computers, desktop computers, and mobile devices will be used to conduct research, locate resources, and produce written work.

Recording a class or reposting, copying, or distributing course materials, accessed online or otherwise, is expressly forbidden unless the instructor has given written permission.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and Tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus, including electronic devices.

Student Support Services: The Student Support Services (SSS) is available to help students reach their educational goals through individualized instruction, counseling, and tutoring. There is no fee for these services. The computer lab is available for student in online classes. SSS is located in the Johnson Learning Commons in the Spencer Building.

UARM Mission Statement: University of Arkansas Rich Mountain exists to provide all citizens of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.

Students are required to adhere to all classroom rules, district and campus policies. The Mena High School *Student Handbook* will serve as the guideline for any student behaviors not addressed in the classroom rules.

*In the event that the policies of Mena High School and UARM differ, the default policy will be that of the UARM *Guide for Concurrent Enrollment* for UARM is the credit-granting institution.

References

"Achieving Equity." *College Board*. College Board. Web. 4 Apr 2013.

"Composition II Course Syllabus." UARM English Department. Web. 18 Aug. 2015.

"English Literature and Composition Course Description." *AP Central*. College Board. Web. 4 Apr 2013.

"English Literature and Composition: Syllabus 4." *AP Central*. College Board. Web. 4 Apr 2013.