

Vanessa Hitchcock Sweeney
Room #105
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AP English Literature and Composition Syllabus

AP English Literature and Composition is designed to be a college-level course; however, we must also meet the Tennessee curriculum standards for English IV (a survey of British Literature). Hence, we will be studying various periods of British literature chronologically, while intertwining various units designed to teach college-level composition and literary analysis skills.

Over the course of the year, we will read a variety of novels and works consistent with literature traditionally found in undergraduate college courses. Emphasis will be on refining and expanding analytical thinking, reading, and writing skills. In addition to writing over the novel readings, we will write over many other aspects to help you better understand diction, detail, imagery, syntax, and tone.

Our class will be broken into four terms, one every nine week grading period. Be prepared to read 3-4 novels and write 2-3 papers every term. Most of your reading and writing will be done outside of class, as our class does not permit the time to cover everything we need to cover before May. There will be weekly AP practice later in the year varying between multiple-choice questions and writing prompts.

Preparation for the AP Exam requires that students have closely read and studied several works of literary merit.

The Marshall County Board of Education will be paying for ALL students to take Advanced Placement Exams, and ALL students are required to take the AP exam on the regular exam date. If a student does not take the exam, they will receive an Incomplete for the course.

Texts:

- *Voice Lessons* by Dean Nancy
- *Lord of the Flies* by William Golding
- *How to Read Literature Like a Professor* by Thomas C. Foster
- *Things They Carried* by Tim O'Brien
- *Kite Runner* by Khaled Hosseini
- *Macbeth* by William Shakespeare
- *Oedipus* by Sophocles
- *1984* by George Orwell
- *Heart of Darkness* by Joseph Conrad
- *A Doll House* by Henrik Ibsen
- *Pride and Prejudice* by Jane Austen
- *Wuthering Heights* by Emily Bronte
- *Penelopiad* by Margaret Atwood
- *Sir Gawain and the Green Knight*
- *Canterbury Tales* by Geoffrey Chaucer
- *Beowulf*

* Additional novels, short stories, poetry, and excerpts as assigned by the teacher.

**I reserve the right to make any additions or subtractions to the syllabus as needed during the year.*

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Grade Distribution

1st 9 weeks

1. Tests/Papers- 20%
2. Quizzes/Projects- 20%
3. Classwork/Homework- 20%
4. Daily Participation- 15%
5. Midterm – 25%

2nd 9 weeks

- Tests/Papers- 20%
 Quizzes/Projects- 20%
 Classwork/Homework- 20%
 Daily Participation- 15%
 End of Course Exam- 25%

Summer Assignment	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<i>How to Read Literature Like a Professor</i> Edmodo Discussion	Voice Lessons Literary Terms AP Writing Prompts AP Style Quizzes Reading Quizzes	Voice Lessons Literary Terms AP Writing Prompts AP Style Quizzes Reading Quizzes	Voice Lessons Literary Terms AP Writing Prompts AP Style Quizzes Reading Quizzes	Voice Lessons Literary Terms AP Writing Prompts AP Style Quizzes Reading Quizzes
<i>Lord of the Flies</i> Major Works Data Sheet	Novel Tests Research Activities	Novel Tests Research Activities	Novel Tests Research Activities	Novel Tests Research Activities
College Admissions Essay and Resume	<u>Epic Poetry - Heroes</u> <i>Beowulf</i> <i>Illiad</i> Vocabulary <u>Chivalry</u> <i>Sir Gawain and the Green Knight</i> <i>L'Morte d'Arthur</i> Debate Argumentative Essay <u>Storytelling</u> <i>Canterbury Tales</i> Middle English	<u>Novel</u> <i>Pride and Prejudice</i> Historical Research AP Prompt Character Analysis <i>1984</i> Language Reaction Piece Setting Analysis <i>The Things They Carried</i> Argumentative Essay	<u>Tragedy</u> <i>Oedipus</i> Literary Analysis <i>Macbeth</i> Rhetorical Analysis Social Media Assignment Tragic Hero	Independent Reading – Students Choose Major Works Data Sheet Presentation

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Classroom Expectations:

1. Respect the teacher, classmates, and yourself.
2. Be on time for class and in your seat before the tardy bell rings.
3. Be prepared by having all your materials.
4. Always give your best effort.

Consequences:

1st Offense Warning
2nd Offense Teacher Consequence
3rd Offense Office Referral
*Parents/Guardians will be contacted as needed.

AP Addendum

- Students will complete extended independent reading of novels.
- As part of a writing workshop, students will complete an extended multi-genre research assignment using various modes of writing.
- Students will prepare and present information using presentation software or online tools like Prezi.
- Students will produce writing to be published either on the class website and/or the on class writing wall.
- Students will research, write about, and present on literary criticisms and literary time periods.

Renaissance Incentives

Cardholders will receive these rewards in my classroom each 9-week grading period.

Blue Card Drop lowest test grade, candy, and a drink

White Card Drop lowest quiz grade and a drink

Black Card Sit with a friend for a week and drink

Gray Card Omit one question from each test and a drink

Red Card Drop lowest test grade, candy, and a drink

Supplies

- 3-ring 1-1.5 inch binder
- Pack of Dividers (8)
- Loose-leaf College-Ruled Notebook Paper
- Blue or Black Ink Pens
- No. 2 Pencils
- Composition Notebook
- Highlighters
- Post-It Notes
- Planner (Recommended)

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Tardy Policy:

Regular attendance is necessary for successful completion of this course. You are expected to be in class and in your seat when the bell rings.

Cell Phone Usage:

No use of cell phones. Cell phones may be used at times for instructional purposes in this classroom as determined by me.

Food and Drink:

Finish all food and drinks before entering the classroom. **ONLY** bottled water is allowed.

Late Work:

To receive full credit, homework assignments should be turned in on time. For late work, you will need to fill out the designated **Pink Slip** form, located in the **Late** pocket of the organizer behind my desk. You must fill out the form explaining why the assignment will be late. The form **must** be turned in on the day the assignment is due.

Make-Up Work:

I understand that you will miss class at times, but that does not excuse you from the work that you miss. It is **your responsibility** to find out what your make-up work is so that you can complete it. You may check the organizer behind my desk for make-up assignments or check with me. You have 3 days to make-up your work for every 1-day that you miss; therefore, if you miss 2 days, you have 6 days to complete make-up work. If you do not make-up your work on time, a **zero** will be recorded as your grade. Quizzes and tests can be made-up during lunch, homeroom, before school, or after school, so set up a time and day with me. The date and time will need to be recorded on the make-up calendar behind my desk. It is your responsibility to follow through with your make-up work.

Tests/Quizzes/Projects/Assignments:

All tests will be announced several days before they are given. Quizzes may be announced or unannounced and will usually only cover a small segment of material. Projects may range from writing assignments to poster board assignments and may be done individually or in small groups. Classwork is any work that we do in class. The End of Course Exam is a state mandated test that is given at the end of the semester.

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Course Expectations:

1. Always have your materials.

You may not leave the classroom to retrieve your materials once the tardy bell has rung. Please have your binder, paper, and writing materials with you everyday. (Note: Your binder should be organized with English materials, not materials from other classes.)

2. Participate in class.

This is an advanced English course, and I expect on-topic discussions and focused work from my students whether you are meeting in groups or working individually. You are expected to listen actively during class, to participate by asking questions, to engage classmates and me in topical conversations, and to take notes.

3. Complete “outside” assignments.

This includes outside reading assignments, projects, papers, other homework as assigned, etc.

4. Follow classroom procedures.

For our class to run smoothly and efficiently certain procedures will be established. Learn them and follow them.

**Since you have been in school for several years, I'm assuming you know how to act. I hope that we do not have to waste time in class on behavior issues. We are here to learn in a safe, friendly environment.*

Extra Help:

I encourage you to seek extra help from me throughout the year. You may set up an appointment with me via email, before class, or after class.

Parent/Guardian Communication:

Parents should feel free to contact me at school with any questions, concerns, or comments.

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The meaning of it all...

We are here to learn. We will give our best effort. We will get success. We will achieve all of this together.

This is our class agreement. Please look over this carefully so that you have a clear understanding of what is expected of you. If you agree to the statements above, please sign below, cut, and return it to me. I am greatly looking forward to working together with you this year!

I, _____, have read Mrs. Sweeney's expectations and understand what my responsibilities are to her, the school, my classmates, and myself. I am here to learn. I will give my best effort. I will get success. I will achieve all of this as a community of learners seeking a common goal.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

- My child has permission to publish written work on the class website.
- My child does NOT have permission to publish written work on the class website.

**This is not a required aspect of the course. If you have any questions or concerns, please do not hesitate to contact me.*

Parent/Guardian Contact Information:

Name: _____ Relationship: _____

Telephone Number: _____ Email: _____

Name: _____ Relationship: _____

Telephone Number: _____ Email: _____

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